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ABSTRACT

Teaching ideas and learning activities for using newspapers to improve reading achievement, reading motivation, and writing skills are provided in this guide. Most of the guide consists of student activity sheets and is designed to assist elementary and secondary teachers in the use of newspapers as teaching tools. The eight sections (and their subsections) are: (1) the purpose of newspapers (the first amendment, functions or responsibilities, what makes news, and how a news article is written); (2) using the newspaper in your classroom (introduction, why use newspapers for reading instruction, and organizing class instruction); (3) behind the scene (advertising department, reporters, photographers, field trips, and other resources); (4) touring the newspaper (introduction and script); (5) vocabulary; (6) sections of a newspaper; (7) newspaper readiness (readiness and scavenger hunt); and (8) activities (comprehension, study skills, vocabulary, creative writing, newspaper page activities, and bulletin board ideas). (DC)

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OK-NEWS

OKLAHOMA NEWSPAPERS—

Educational Windows for Students

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INTRODUCTION

Recent research findings indicate that the newspaper, when employed as an instructional tool, can be an effective aid.

It is the goal of the Oklahoma State Department of Education and the Oklahoma Press Association cooperatively to improve reading achievement.

We intend that this publication will provide the stimulus for classroom teachers to use the newspaper to motivate students to read for pleasure, information, reading skills improvement, and life-long learning.

Leslie Fisher
State Superintendent

OKLAHOMA NEWSPAPERS: EDUCATIONAL WINDOWS FOR STUDENTS

A project to motivate young readers

The OK-NEWS project was implemented in June, 1982, through the cooperative efforts of the State Department of Education and the Oklahoma Press Association, with the aid of a grant from the Oklahoma Newspaper Foundation. Fulfilling the responsibility for piloting OK-NEWS in grades 5-8 were 281 teachers in 67 schools throughout the state. Nine thousand students were recipients of instruction in this pilot effort.

PROJECT GOALS

OK-NEWS focuses on weekly use of the newspaper to teach reading and creative writing skills. The following goals provide the basis for all instructional activities:

-- To improve reading achievement levels of participating students
-- To motivate students to read for pleasure, information, improvement of skills crucial to all content areas, and for life-long learning
-- To improve composition skills
-- To motivate and assist teachers in the use of newspapers as a teaching tool.

IMPLEMENTATION PROCEDURE

Thirty-two hours of staff development were conducted by State Reading Consultants (State Department of Education) with each of the pilot school faculty participants.

Materials used in the project included the following:

-- The OK-NEWS Guide, developed by a combined committee of educators and newspaper personnel and provided by the State Department of Education
-- Activity cards, provided by the Oklahoma Newspaper Foundation grant
-- Newspapers common to each locality, chosen by participating school administrators and provided by local school funds.

EVALUATION OF THE PROJECT

All students are being pre-post tested with (a) the READING ATTITUDE INDICATOR, and (b) a standardized, norm-referenced reading test. A 20% random sampling of pre-post scores from the TEST OF WRITING SKILLS will be gathered to observe progress in this area. Test results will be analyzed to determine progress in the area of student attitude and achievement.

CONTINUATION OF THE PROJECT

Each of the 67 pilot site faculties will be offered an opportunity to demonstrate the OK-NEWS project for interested school personnel. As additional schools choose to replicate this program, each will receive the commitment of inservice and materials from the State Department of Education. Future programs will include any grades (K-12), based on the choice and commitment of local school administrators.

THE OK-NEWS GUIDE

This current edition of the OK-NEWS Guide is a revision of the original guide written for use in Grades 5-8. Activities for K-12 are included in the revised edition. Copies of this guide will be provided free to teachers and administrators in schools committed to participating in the OK-NEWS project.

ACKNOWLEDGEMENTS

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Dr. John Folks, Associate Deputy Superintendent
Mr. J. D. Giddens,
Assistant State Superintendent of Instruction
Mr. Leonard Bates,
Executive Director of Curriculum Services

for the professional freedom granted to manage time according to need.

Special thanks also go to Mary Reid, Administrator, Curriculum Section and David Smith, Administrator, Printing Services, Oklahoma State Department of Education for providing guidance in compiling the project guide. Our sincere gratitude to Sandra Boules, Jeannie Cawood, and Patsy McCarley, Artists; and Nita West, Artist, Communications Section.

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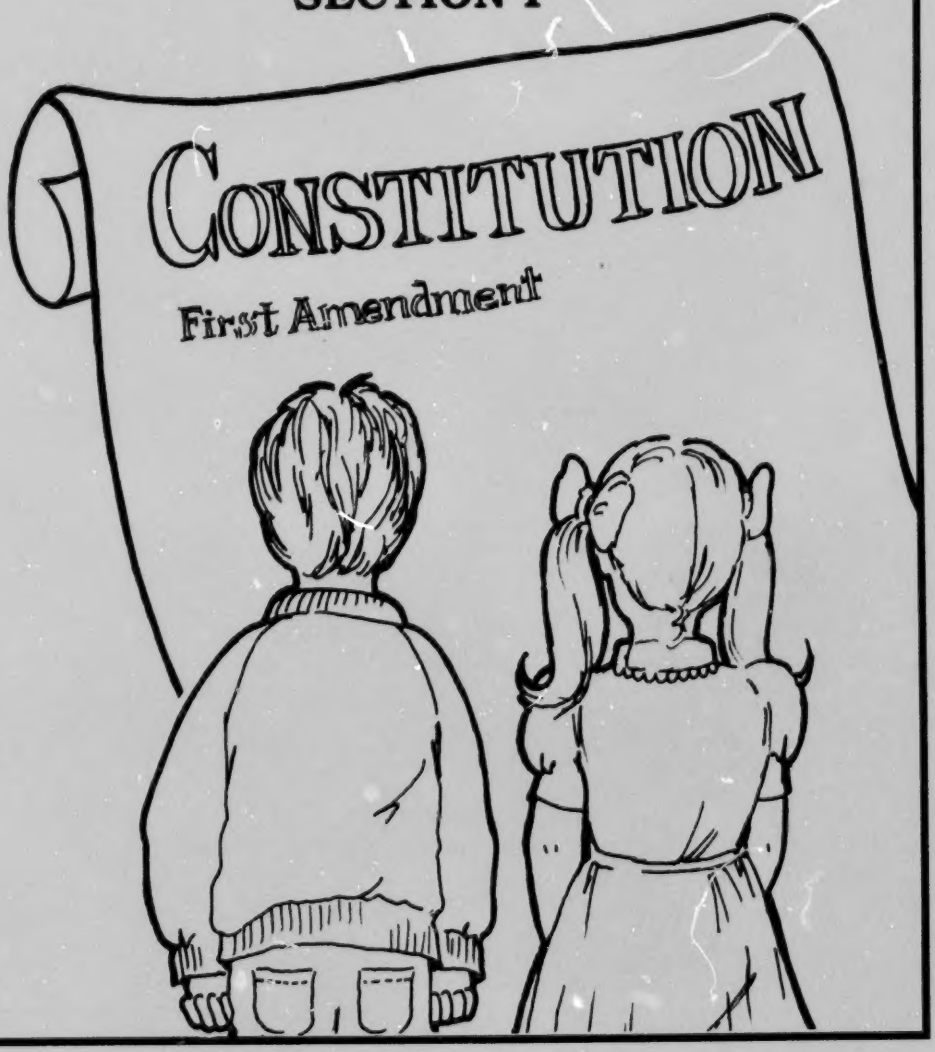
PURPOSE OF NEWSPAPERS

SECTION I



PURPOSE OF NEWSPAPERS

THE FIRST AMENDMENT

> "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof; or abridging the freedom of speech of or the press; of the right of the people peaceably to assemble, and to petition the government for a redress of grievances."
>
> -- First Amendment
> United States Constitution

When our founding fathers wrote the Constitution of the United States, setting forth the right of the citizens, the press was identified as an institution indispensable to popular self-government. Because the First Amendment explicitly protects the press from government regulation, the First Amendment also charges newspapers with the responsibility of protecting the public's right to know. Freedom of the Press belongs to the people as well as the newspaper. A newspaper is an important means through which free people may learn to appreciate and understand the historical and current events vital to preservation of our democracy. In many countries, this is not possible because the government controls the newspaper.

A newspaper has the responsibility to maintain a high standard of integrity, objectivity, fairness and accuracy. The search for truth must be a journalist's guiding principle. Any newspaper that abuses the rights and powers of the newspaper for personal motives or unworthy purposes is violating our public trust.

General Standards of Journalism

There are no fairness doctrines when it comes to the print media which is understandable in light of the guaranteed freedom of the First Amendment. Certainly a primary function of a newspaper is to communicate to its readers what the human race does, feels, and thinks. Although there are no official canons of journalism, these are generally accepted guidelines newspapers follow:

Responsibility. A newspaper has the right to attract the reader's interest only if it considers the public welfare. A journalist who uses his power for selfish or unworthy purposes is abusing the public trust.

Freedom of the Press. Freedom of the press is to be guarded as a vital right of mankind. It is the unquestionable right to discuss whatever is not explicitly forbidden by law, including the wisdom of any restrictive statute.

Independence. Freedom from all obligations except that of fidelity to the public interest is vital.

Sincerity, Truthfulness, Accuracy. Good faith with the reader is the foundation of all worthy journalism.

Impartiality. Newspapers must make a clear distinction between news reports and expressions of opinion. News reports should be free from opinion or bias of any kind. This rule does not apply to special articles devoted to interpretation or with a byline indicating the one responsible for conclusions or interpretations.

Fair Play. A newspaper should not publish unofficial charges affecting someone's reputation or moral character without giving the

accused the opportunity to be heard. The only exception would be an accusation in judicial proceedings.

Decency. A newspaper must be sincere in professing high moral purpose in its reporting details of crime and vice which are not for the general good of the reader.

FUNCTIONS OR RESPONSIBILITIES OF A NEWSPAPER

A newspaper serves its readers by fulfilling four main functions or responsibilities. The quality of a newspaper can be determined by examining how well the newspaper provides each of the following:

Information. Information refers to the stories in the newspaper that accurately, adequately and interestingly tell the reader what is happening in his community, city, state, nation, and the world.

Information can be found either in news stories or feature stories. News stories are the important events affecting the reader in a direct or indirect way. Feature stories may be written in a variety of styles to provide unique ways of presenting the news.

Interpretation. The news is sometimes so complicated that it requires interpretation so that the reader can fully understand an issue. A newspaper, therefore, devotes some space daily to interpreting the news.

Sometimes, interpretation may be in the form of a "news analysis." If an article is a news analysis, it should contain a byline identifying the writer so that the reader knows who is interpreting the news. At other times, interpretation can be found in a straight news story in the form of a direct quotation.

Most often, interpretation takes the form of an editorial or an editorial column found on the editorial or opinion page of the newspaper.

Editorial cartoons are another form of interpretation.

Even newspaper readers may contribute to interpreting the news by writing letters to the editor for publication.

A reader of the newspaper must be cautious to distinguish between straight news containing facts and interpretations containing opinions.

Entertainment. Some space in every newspaper is devoted to reader enjoyment. Entertainment may be in the form of comics, puzzles, television schedules, movie listings, satirical or humorous columns, children's features, or horoscopes. There are many kinds of entertaining items which add variety to a newspaper.

Public Service. Every newspaper contains articles devoted to serving the everyday driving needs of its readers. By offering articles on problem-solving, child care, fashions, hobbies, financial matters and other areas of interest, a newspaper serves the public.

Advertising is a form of public service. Products and services advertised in the newspaper inform the reader where to buy products at the best prices. At the same time, advertising provides a market to advertisers who buy space in the newspaper to display their products and services to newspaper readers.

Classified advertising serves both readers and businesses who want to see or buy products and services.

Advertisements are one of the most popular offerings of the newspaper. According to the Advertising Research Foundation, at least 80 percent of all men and 95 percent of all women read some advertising in the daily newspaper.

WHAT MAKES NEWS?

Everyday the editors of a newspaper must make a selection among numerous news stories to determine which news will fit the space available in that day's newspaper. The following factors are considered in selecting the most attractive news stories.

Timeliness. Is the news current? Is the topic of interest to readers at this time?

Proximity. Did the news happen nearby? Does the story relate to local needs and interests?

The Unusual. Does the story deal with unusual behavior?

Consequences. Does the story affect large numbers of persons? Are the effects of the story far-reaching?

Prominence. Does the story deal with well-known people or social groups?

Suspense. Is the story full of suspense as created by disasters such as floods, volcanoes, storms or wars, fire, traffic accidents?

Conflict. Is there a conflict dealing with interesting persons, situations, or emotions?

Emotions. Does the story deal with love, pity, horror, fear, hate, jealousy, etc.?

Progress. Does the story tell about discoveries or advances of humankind through science, medicine or technology?

Importance. Is the story of importance to the readers' work, family education or health?

HOW A NEWS ARTICLE IS WRITTEN

A newspaper reporter collects information in the form of facts for writing a news story by finding the answers to the five "W's" -- Who, What, When, Where, Why and How. Then the reporter writes the story by arranging his information into a special style used by newspaper reporters called "The Inverted Pyramid" style.

Analysis of a News Story

Main Idea
{Headline} -----

Important Details
{Lead Paragraphs} -----

Important Details

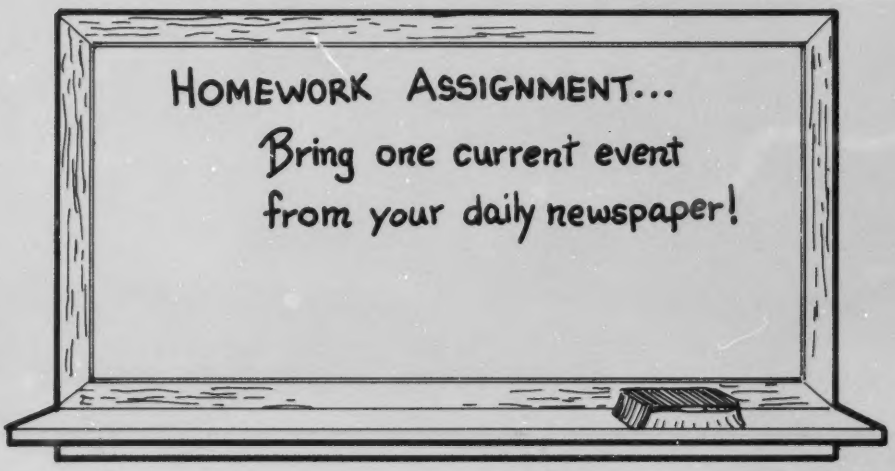
Details of Lesser Importance

The main idea of a news story is in the headline. Busy people read the headlines to decide which stories interest them. If the headline is of interest, the reader can get the important details by reading the first lead paragraphs. Additional information will be found in later paragraphs of the story.

News stories are stories of events that affect the readers' life either directly or indirectly. News stories contain events which have taken place since the last edition of the newspaper.

USING THE NEWSPAPER IN YOUR CLASSROOM

SECTION II



USING THE NEWSPAPER IN YOUR CLASSROOM

Introduction

Using newspapers for reading instruction in lieu of or in conjunction with textbooks may be a new concept to some teachers. Albeit, many teachers, for many years, have relied on the daily newspaper to supplement and enrich the materials in textbooks.

In more recent years, teachers have discovered that newspapers are valuable substitutes for textbooks because of their capacity of up-to-date materials and because of the wide range of subject matter gratifying to an individual's interests and academic achievements. Collecting, recording and dispensing new data and information is a requisite of a reputable newspaper. Therefore, the most reluctant reader can find something to suit his/her interest. Furthermore, students with deficient reading skills find parts of the newspaper they can read with understanding.

Whatever the circumstance or purpose, newspapers should be viewed as an integral part of instructional materials; not as a subject added to "an already bulging" curriculum. Through planning, the teacher integrates content and skills from the newspaper with textbook materials or dispenses with the book and uses the newspaper for a particular lesson or series of lessons.

The amount of daily or weekly time spent with newspaper instruction will depend on several factors and/or conditions: Namely, the age of the students, the reading ability of the students, the appropriateness of the material, the objectives of the instructional lessons, the number

of minutes in a class period, and a myriad of other functions which usurp time.

Metropolitan newspapers are voluminous. Trying to "cover" the entire paper as a classroom activity is impossible and impractical. Who reads everything in the newspaper, or even chooses to do so? Very few people have the time and inclination. However, adult readers carefully survey the headlines and lead paragraphs searching for information realted to world affairs, community events, and topics of special interest. Some articles are read very carefully and thoughtfully, others are hurriedly scanned. In essence, mature readers are selective in terms of interest stimulated and time available.

In much the same way, teachers and students select material from the daily paper which they consider appropriate in terms of specific objectives and purposes. Some parts or sections may be ignored, left to independent reading, or utilized in a follow-up lesson. For example, during a specified class period, a teacher may direct a reading lesson or make assignments from the editorial page. At another class period the focus may be on the major news stories of the day, and so on. Thus, the newspaper becomes a reference source or living textbook from which the most essential material is utilized.

While working on classroom assignments, students are expected to focus on the task at hand and forego the reading of their favorite parts. Nevertheless, concentration is difficult when the reader's eye catches something of more interest than the assignment. To affect better concentration and preclude some of the distraction, teachers often provide a few minutes of browsing time so that students can read their favorite cartoons, look at

the headlines and check on sports activities prior to directions for the assigned reading.

Why Use Newspapers for Reading Instruction?

Newspapers belong with other reading material for the following reasons:

1) They provide the most recent account of world, state, and community happenings, focusing daily on the issues and problems of people everywhere. Changes in both human and physical environments are reported daily. Students are interested in and curious about their own environment. Many teachers rely on newspapers to keep youth in tune with the times and knowledgeable about their world.
2) Teachers are the best qualified agents for helping students read newspapers intelligently. They encourage students to become critical readers, to look for biased or slanted reporting, to separate facts and opinions, to analyze, interpret, evaluate, and formulate opinions.
3) Continuous reading of newspapers in the classroom will help many students develop a lasting interest in newspaper reading. Newspaper reading will become a life-time reading habit. A well-informed citizenry is essential to our democracy.
4) Students are interested in the here and now, in what takes place about them. Since interest and motivation are both essential to the teaching-learning process, reading skills can be taught best through life-related materials such as

newspapers. (Illustrated in activities section.) Bringing the outside world into the classroom makes instructional activities more meaningful.

5) Subject content and reading skills are integrated. When teachers use newspapers for reading instruction and skill-building activities, they are selecting content from history, economics, political science, geography, psychology, health education, and many other subjects all in a single edition. Although the focus of a particular lesson may be on a specific reading skill(s), students are gaining knowledge in several subject areas at the same time. Also, opportunities for strengthening and enriching curriculum areas through reading instruction are limitless. Integrating knowledge and skills is not only economical but more interesting and lasting for the learner.

How Do Teachers Organize the Class for Instruction?

Uppermost in the teachers mind is attaining 100% participation from the class or group. As a result, students will be assigned to groups, paired with one another, or delegated individual assignments. On occasion, a teacher may choose to assign the same article to the entire class, especially if the content is of universal importance or has significant bearing on problems, attitudes, values, and demeanor or persons in their age bracket. There are some advantages in allowing students to volunteer for specific assignments. Interest is a key factor, and the idea of choosing the learning activity is a boost to their morale.

Through the division of reading assignments, either on a voluntary or arbitrary basis, students not only get more news coverage, but have more fun in the sharing of news. Also, the teacher can make assignments based on reading needs of individuals. Thus, individual skill development is enhanced as students read and learn about the world through the "living textbook," the newspaper.

Sharing news is part of the fun when the class members work with group or individual assignments. In sharing they may become involved in many kinds of language activities: summarizing, organizing, dramatizing, role playing, interviewing, analyzing, arguing, and editorializing to mention a few.

There is no formula for the reading teacher to follow when incorporating the newspaper into his/her program. Each teacher must make plans from a great volume of material provided in a single newspaper.

In summary, the following suggestions may be helpful to teachers unfamiliar with the newspapers in education programs.

1) Divide the class into groups for gathering local, state, national and international news.
2) Focus on two or three major stories for discussion and other types of activities; permit students to read the remainder of the paper independently.
3) Select certain news items for concentrated study and research.
4) Assign sections of the newspaper to designated groups.
5) Capitalize on related stories (several stories and an editorial on the same event).

6) Use topics as an approach: fashions, health, education, defense, environment, government, foreign relations, technology, science, recreation, etc.

BEHIND THE SCENE

SECTION III

BEHIND THE SCENE

The newspaper lands in your front yard once or twice each day. If you live in a smaller community, you may receive your local paper once a week. This daily or weekly paper is taken for granted by thousands of people. The news-gathering process is complicated, nerve-racking, and unending. Many people must work together to fill the news-holes on the layout pages.

In a weekly paper a few people will assume several responsibilities. One person may be the editor, publisher, photographer, and also a reporter. In a weekly paper, only community news is covered. Sports, school and community activities and honor roll lists are important news in a weekly paper. The weekly paper is often put together in the local news office and published in a larger near-by city.

In a larger newspaper office many people must work together to meet the daily deadlines. Usually each person and each department has specific responsibilities.

Advertising Department

Whether the paper is delivered daily or weekly, advertising is the backbone of the newspaper. Advertising plays a great part in the publication of the newspaper. The allotting of space begins in the advertising department. Numerous ads mean a big paper and few ads bring a thin paper. The ratio of ads to news is usually 65% advertising. to 35% news. Advertising layouts are the road maps that instruct

various departments and editors where to place stories, ads, and pictures.

Reporters

For a larger newspaper, there could be a variety of different reporters. One reporter may cover one of the following: Local business and industries, county government, city government, school and education, sports, police department, health, agriculture, society, or entertainment.

Each reporter has a daily or weekly assignment and news stories to write by a certain time. Their stories are submitted to the various editors who review each story and decide which stories and pictures will be placed in the paper. The number of stories that can be used depends a great deal on the space the advertising department has allotted.

Photographers

A newspaper photographer must have his camera ready to shoot at all times. He works from an assignment sheet. He "shoots" everything he is instructed to and may take a few pictures of his own. When the photographer returns to the office, he develops his film and delivers the prints to the people who ordered them. A photographer has to capture an accurate picture of an event in one shot and must be able to take all types of pictures.

Field Trips and Other Resources

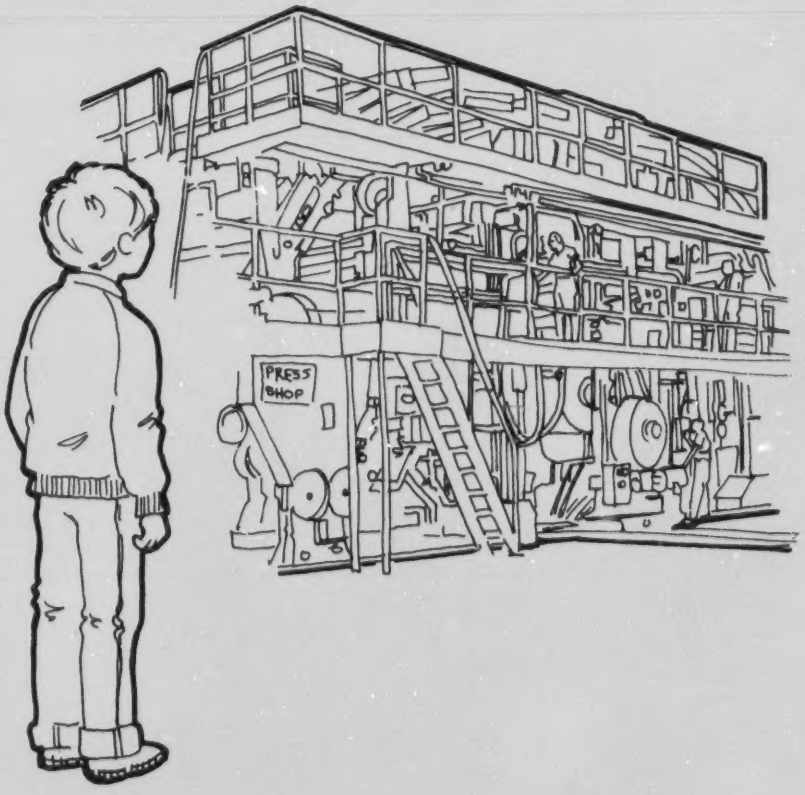
A field trip to a newspaper office or inviting news-related guests to the classroom is a very stimulating way to make newspapers an enriching part of the classroom curriculum.

For the listing of any Oklahoma newspaper, the Newspaper, Radio and TV Directory published by Southwestern Bell Telephone Company in cooperation with the Oklahoma Press Association is an excellent resource. For the directory, write to:

Oklahoma Press Association
3601 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105
(405) 524-4421

TOURING THE NEWSPAPER

SECTION IV



INTRODUCTION

The script which follows grew from activities surrounding the OK-NEWS Project. It tells the experiences of two boys as they tour a suburban newspaper. At each department the students ask questions of newspaper personnel. Different staff members explain how they operate individually to produce the finished product--a product which then is delivered each day to homes throughout the community.

This script is an example of what is available in a video tape called Touring the Newspaper. The boys on the taped tour are students of Mary Jo Palm, one of the OK-NEWS Project teachers from Oklahoma County. Media Resources Section, State Department of Education, with the cooperation of the publisher Ed Livermore and office manager Carol Jane Farley of the Edmond Evening Sun have developed this video tour. For further information about obtaining this tape for showing at your school, contact the Reading consultant from the State Department of Education who serves your county.

TOURING THE NEWSPAPER - A SCRIPT

This is the general outline for the video tape of The Edmond Evening Sun by the Oklahoma State Department of Education, October 6, 1982.

ANNOUNCER DIALOGUE: This is Edmond, Oklahoma, a suburban community of 38,000 persons in northern Oklahoma County. Edmond is served by its own daily newspaper, The Evening Sun. The Sun is published five days per week, Tuesday through Friday afternoon, and Sunday morning.

The Sun is primarily a newspaper that emphasizes local news, features and advertising. But it also offers its readers a diet of state, national and international news items. In addition, The Sun publishes strong-worded editorial comments about many issues, both local and national.

About 55 people work at The Sun to provide its daily paid circulation of more than 8,000 copies. Let's go inside The Sun and see how the newspaper is produced.

The camera should sweep the building slowly from the inside while the announcer says:

> The work to produce a daily newspaper is broken into several subdivisions, or departments, as they are called. These departments are (show chart): The news department, the advertising department and the departments of circulation, business office, composition and production.

Today, we are going along on a tour of The Sun with Edmond students John Ward and Kevin Root who attend Sequoyah Middle School in Edmond. These students are involved in the OK-News Project, a joint effort of the Oklahoma Press Association and the State Department of Education.

The Evening Sun is publishing a story on page 1 today about our visit. We'll watch that story as it makes its way from the reporter who will write the story through the newspaper's various departments until it is finally printed and delivered to a reader's porch.

Let's first have a talk with Sun publisher Ed Livermore, Jr. about this newspaper and then we'll visit each department to find out what happens here.

(Camera shows Livermore doing something like talking on the phone... then the frame switches to a head shot for the interview phase.)

ANNOUNCER SAYS AND THEN ASKS: Ed Livermore, Jr. has published The Sun since August of 1970. Ed tell us briefly about the history of The Sun and what the newspaper attempts to do to serve its readers today.

LIVERMORE: You bet. The Sun has an interesting history as do most community newspapers throughout Oklahoma. Our first edition rolled from the press in 1889, and we have been in active publication ever since. Our founder was a true pioneer journalist named Milton Reynolds who served in the legislatures of two other states before making the land run into Oklahoma that same year. He was a champion of fair treatment for Indian people and later served as a member of the Oklahoma Territorial Legislature.

At The Sun, we are proud of the fact we're the oldest newspaper in in our state still in active publication.

Today, The Sun concentrates on the needs of the community in Edmond.

Our idea is to print the news of and about Edmond first. Then we worry about things that happen in other parts of the country.

Our role is different from that of a major metropolitan newspaper like The Daily Oklahoman. The Oklahoman is primarily concerned with state, national and international events. Our primary concern is the city of Edmond and the Edmond and Deer Creek school districts.

The Evening Sun offers its readers not just news articles about the town, but also opinionated editorial views on local and national issues and advertising messages about where various products may be purchased.

Most surveys of newspaper readership tell us that subscribers buy the paper not just to read the news; they also want to know what's for sale in town. The commercial messages within a newspaper are a powerful reason influencing people to subscribe.

(Scene shifts to business and front office.)

ANNOUNCER: When customers enter The Evening Sun's building, the first staff members they encounter work in the newspaper's business office. These staffers help direct the public to the appropriate department at The Sun, perhaps take a classified advertisement order or help with some other type of business request.

Carol Jane Farley is the newspaper's office manager. Carol Jane, why don't you show John and Kevin how a customer may place a classified ad in The Sun?

OFFICE MANAGER: (Walking to the terminal) All our classifieds are entered into the newspaper's computer production system through this terminal. I have asked Pam Renard, our accounts receivable bookkeeper to demonstrate this for you. Pam has previously taken the ad and written it by hand on a special form we use. When convenient, she then sits down to enter it into the computer terminal. (Pam demonstrates.)

PAM: First, we etc, etc.

OFFICE MANAGER: After the ad is sent to the computer, it stays there until the day of publication. On that day, we issue a command to the computer so that all the ads for a particular day are selected and sorted by the computer. Once this is completed, the computer then transmits all the ads in their classification sequence to one of our typesetters. You'll see this actually demonstrated a little later.

ANNOUNCER: (now moving to the accounting office) All charges for advertising and subscriptions at The Sun are handled by this Datapoint business computer. Again Pam is responsible for entering all charges and payments, address changes of customers and all the various reports and functions of this complex machine.

PUBLISHER: The business computer is enabling us for the first time to do more than simply mail a professional, clean statement to our customers which details their charges. It also allows us to offer many specialized services to both our customers and also our various department managers. We believe this machine in the future will become even more valuable.

ANNOUNCER: The computer being used is a modern, up-to-date machine that features a large memory, on-line hard disk storage, printing capability and floppy diskette backup. It's an example of the functional computers businesses are buying now to remain competitive.

(Next, move to the news department)

ANNOUNCER: The news department is the nerve center of any good newspaper. At The Sun, this is certainly true. The reporters and editors here are responsible for bringing in items about the many, many things that happen in Edmond each day. The Sun has a large staff for a paper of this size. The news department is broken into three areas: General news, Lifestyle news and Sports news.

On the general news staff, there are two general assignment reporters and the News Editor. On sports, there is the sports editor and a sports reporter. The Lifestyle editor is assisted by a typist who also handles some light writing duties for her.

All are assisted by two photographers who work out of a well-equipped darkroom adjacent to the news department.

Samme Chittum is News Editor of The Sun.

ANNOUNCER: What are your duties?

NEWS EDITOR: My job is to take responsibility and direction for the news stories in the paper, no matter the type. I work with my staff of nine persons plus a number of non-staff writers called "stringers" who help by writing about certain clubs or activities. It's our job not only to find out what's happening, but to write it in a clear, concise form and then design how the stories will be presented in the paper. This act of designing the appearance of the paper is called "dummying" or "laying out" the paper.

I dummy the general news pages while the sports editor dummies the sports section. The lifestyle editor is responsible for dummying her portion of the paper.

Lifestyle of course deals with feature stories about clubs, hobbies, events, social and often school news.

STUDENT: Do the reporters have certain areas in which they specialize?

NEWS EDITOR: Generally yes. If we were a larger newspaper, the degree of specialization would be much greater. But even on a community-size newspaper like The Sun, we tend to specialize. One of our reporters is assigned to the police and city hall beat. Another tends to do most of the writing about education issues. I handle a lot of the political issues in town but often am assisted by one of the staff writers.

STUDENT: Do all the reporters type their stories into the computer terminals we see here?

NEWS EDITOR: Yes, these are our typewriters. Each terminal has a keyboard that is pretty much like a standard typewriter, but it has more keys and capability. The story (show one of the reporters demonstrating) appears on the screen as it is typed. Later the reporter can read back through the story and make any corrections or changes he wishes.

After he finishes with the story, it is transmitted to the production computer where it stays until I recall the story to my terminal. There, I edit and correct the story if necessary. Then it is returned to the computer and from there it's sent to the typesetters in the composition department. The story on the screen concerns John's and Kevin's visit today. (Camera should pan close to attempt to read the screen.)

STUDENT: How does The Sun receive its news?

NEWS EDITOR: Like I was saying, we have a degree of specialization, and we also have a great many community contracts and news sources. We collect our news either by contacting these sources or by being contacted by them. We are constantly seeking interesting items for the paper and frankly one of the best sources are our readers who regularly phone in items. Often these are excellent leads.

STUDENT: How do you decide what news goes on page 1?

NEWS EDITOR: It's often a judgment decision, but we like to emphasize local news on our front page. Often, stories from elsewhere appear on page 1 but generally they are items of great interest or importance. Page 1 is reserved for the items our staff believes are the most important and timely news of the day.

STUDENT: What was the most interesting story you have covered for The Sun?

NEWS EDITOR: (answers)

ANNOUNCER: Let's now visit The Sun's photo lab. Chief photographer Michael Keen will show us around his tidy lab.

ANNOUNCER: Would you show Kevin and John what you do here in the photo lab?

CHIEF PHOTOGRAPHER: Yes, etc.

(Now we shift to advertising)

ANNOUNCER: The display advertising department of a newspaper is responsible for contacting customers and helping them arrange for their store advertising to be placed in upcoming issues. Generally an ad is accepted for publication up to 48 hours in advance.

The Sun employs seven people in the ad department including the Advertising Director. Six of these are salesmen and the seventh handles what is called "dispatch" of advertising materials and copies of published ads after they are printed.

Cliff Condy is The Sun's advertising director. He is responsible for the newspaper's marketing effort.

STUDENT: How many advertising customers does The Sun have?

ADVERTISING DIRECTOR: We call regularly on about 1,000 accounts. Not all of course are here in Edmond; many are even out of state. But we maintain contact with all these either through personal visits, the mail or on the telephone. Usually it is through all three.

STUDENT: What can your department do for an advertiser?

ADVERTISING DIRECTOR: Well, first, we can show him or her the value of an orderly, steady advertising program designed to reach the shoppers most likely to trade in their store. Then we can help the advertiser choose the best day to advertise for their particular type of business and how to design their ad.

STUDENT: How many display ads does The Sun print a month?

ADVERTISING DIRECTOR: It varies month to month. Last month, we printed about 2,500.

We have a member of our staff working on an ad right now. John and Kevin, would you like to watch for a moment?

STUDENTS: Yes.

ADVERTISING DIRECTOR: Erma Youngblood has been with The Sun 10 years. What are you doing with this ad?

ERMA: (Responds)

ADVERTISING DIRECTOR: It's important to remember that a newspaper offers an important service to the businesses in a community. We help them communicate with their customers so people in town will know what is for sale. This is a vital service in our free enterprise system.

(Camera now moves to Composition)

ANNOUNCER: So far, we have been talking to the three departments of the newspaper whose staff members create material for each issue. We have talked with classified advertising, news and display advertising. While some departments create the information to be used, others must produce it and deliver it to the reader's home. Now, let's find out how these various parts set together to become a daily newspaper. It begins in what's called the composition department. Supervisor of this department is Joan Moore. She works for Sun Operations Manager Jim Ellis.

STUDENT: Joan, how does news and advertising copy reach your department?

SUPERVISOR: Classified and news staff members send their copy direct to our production computer and from there they are transmitted to one of these two typesetters (gesturing at the typesetters). The typesetters themselves are a mini-computer and all their work is done internally so we cannot watch it operate.

SUPERVISOR: The news and classifieds flow into the typesetter from the computer through this little box which is called an "interface". The interface communicates between the computer and the typesetter. The typesetter presently is "setting" our story about John's and Kevin's tour. It takes just a few moments.

The typesetter prints the story on some film in the machine which then must be developed just like other photographic film. After the typesetter finishes, we remove the film (demonstrating) and then develop it by using a film processor like this (gesturing).

In a few moments, the film rolls out of the processor fully developed (demonstrate). We then place it on a hot photo plate to dry.

See, here is our story about the tour. Here also is the headline we shall use with this story: "OK-News Students Tour Newspaper." In a little bit, you will watch the next stop of printing this story for our readers.

Display advertising is handled a little differently. It is composed on a display ad terminal which has many special capabilities. You can see that Erma's ad is on the screen. Our operator is about to complete composing this ad. She can make type faces larger or smaller, change their appearance or location. She can do anything she wants to this ad to make it pleasing to the customer.

Once she is satisfied with the ad, she transmits it to the computer and from there it goes to one of the typesetters. It is then placed on film and developed just like news and classified copy. (show this being done)

The ad copy is now used to assemble the finished "paste-up" of the ad. We have completed our sample ad previously and here it is ... it's actually a piece of paper with various other pieces of the ad glued on.

This ad, along with others that appear on the same page, is now placed on a full page "paste-up sheet." This paste-up sheet is the same size as the newspaper page.

Once the ads are placed on the page, then work may begin to "build" the news portion of the page. (demonstrate) Stories are placed according to the dummy received from the News Editor. By following the pattern, eventually all the elements are assembled and the completed paste-up as it is called is now ready for the next stop in the production process. As you can see, it looks just like you see a page in your newspaper at home.

ANNOUNCER: But before we go, let's look in on the assembly or paste-up of the front page of today's <u>Evening Sun</u>.

STUDENTS: Does this paste-up go onto the press?

SUPERVISOR: No, there are still more steps before we are ready to print this page. First, the page must be photographed and from the negative, people in our production department will make a printing plate. You'll see that next.

(This camera should film the completion of the final stages of pasting up page 1 with our story on it. Arropriate comments may be made at this time.)

ANNOUNCER: After all pages are pasted up, they are ready to go to the production department where they will be printed.

The production department at The Sun uses some very complex and expensive equipment. First, there is the production camera, next the plate-making room and finally the press room. (Camera pans all three while announcer talks.)

The completed paste-ups from composition first enter production through the camera room. Here, Operations Director Jim Ellis loads today's pages into the copy easel of the production camera. He will take a picture of this page. When he's ready, bright lights will turn on to expose the page (pause) When the lights go off, the "shot" is completed and the film is transported automatically from the camera into an automatic film processor where it is developed and dried.

(show film rolling out of the processor)

The film is now ready for the next step. But first let's look at the "picture." What we have is not a photograph as we know it, but a huge negative that has all the images on the paste-up in reverse. Clear letters on black film. Let's look at this page on the light table. You can see the image on the negative looks just like a newspaper page, but in reverse.

The next step in the process is to transfer the image from the film onto a metal printing plate. That is done by using a powerful "arc" light system that burns the image on the negative onto a light sensitive aluminum printing plate. The plate has previously been exposed with a light sensitive material that makes it act like a metalic sheet of photographic film. (pause)

By the way, white light will expose these plates. The yellow lighting used in this room helps avoid this problem.

Now we're ready to go to the press room and print today's paper.

The printing plates are buckled onto the press rollers. Sun press crew chief Wade Davidson shows us how this is done. (pause) Once they have been placed on the press, the press crew puts the huge machine into motion. (Pause)

The Sun's press is capable of printing up to 24 pages at speeds up to 18,500 copies per hour. Today's press run is 8,300, and we shall finish in about 30 minutes.

The press prints The Sun on paper unwound from huge rolls of news print weighing about 1,000 pounds each. Otherwise they look like a large roll of paper towels. The rolls are stacked on top of one another (show stacks) and then lowered to the floor by a fork lift with a special roll clamp. (demonstrate) Once on the floor they are rolled into the press room and lifted into printing position by an overhead lift. (Show the rolls on the press.)

The press is now rolling, and the papers are delivered through the machine's folder. (demonstrate) Here is our completed newspaper with our story about today's tour. (Show the students reading the paper.)

Next, the newspapers go into the production department's mail room where they are assembled together with previously printed sections and advertising supplements. This process is called "inserting," and The Sun employs another sophisticated machine called an Automatic Inserter for this task.

Once the newspapers are inserted, they are counted, bundle-tied and transported to the home of a news carrier who will deliver them on his route. (camera might show the Inserter running for a few moments)

ANNOUNCER: Before we visit the carrier, let's talk about the final department of the newspaper that has a most vital role to play . . . the circulation department.

The circulation department has the job of getting all the papers to all the subscribers in Edmond. The Sun has a circulation manager, Linda Harley, two route district managers, circulation office help and more than 80 carriers, boys and girls.

The carriers are virtually in business for themselves. They have a defined business territory called a route, many customers from which they collect periodically with the office's help, and at the end of each month make a profit. They do this by buying newspapers at a wholesale price from The Sun and selling them a retail price to their customers.

STUDENTS: What are your duties at The Sun?

CIRCULATION MANAGER: First and foremost, I am responsible for getting the papers to the customers' homes. We do this every day, and it is a big job. But we are also responsible for finding new customers to subscribe and also collecting several thousand dollars each month from our readers to pay for the paper.

ANNOUNCER: Thank you. Now let's watch as the bundle of newspapers is placed on one of The Sun's delivery trucks and transported to a carrier's house. (show truck being loaded and leaving) (now show truck arriving at carrier's house with carrier waiting for his bundle)

After rolling his newspapers, the carrier will start his route. The newspaper finally reaches its destination. The news has finally reached the reader's home and is available whenever he or she is ready to sit down and read today's Edmond Evening Sun.

(We may use some type of closing scene where the two students are asked what they thought of the newspaper tour and some closing comments from the announcer.)

OPERATIONS DIRECTOR: We know our circulation is growing and so is that of most other newspapers. Our newspaper is important to our readers because it is the only way they can find out what is happening in Edmond. We write about sports teams, school and city council news as well as social happenings in town. This makes it important to read the newspaper because by doing so, one is informed and knows what's going on around him.

PUBLISHER: Jim Ellis is right. The American newspaper is allowed for in our nation's constitution. The first amendment guaranteed the people of the country to have the freedom of speech, press and religion. The printed newspaper helps people understand and helps them to become better informed and thereby better citizens. More than 125 million persons daily read a newspaper . . . more than any other media in the country.

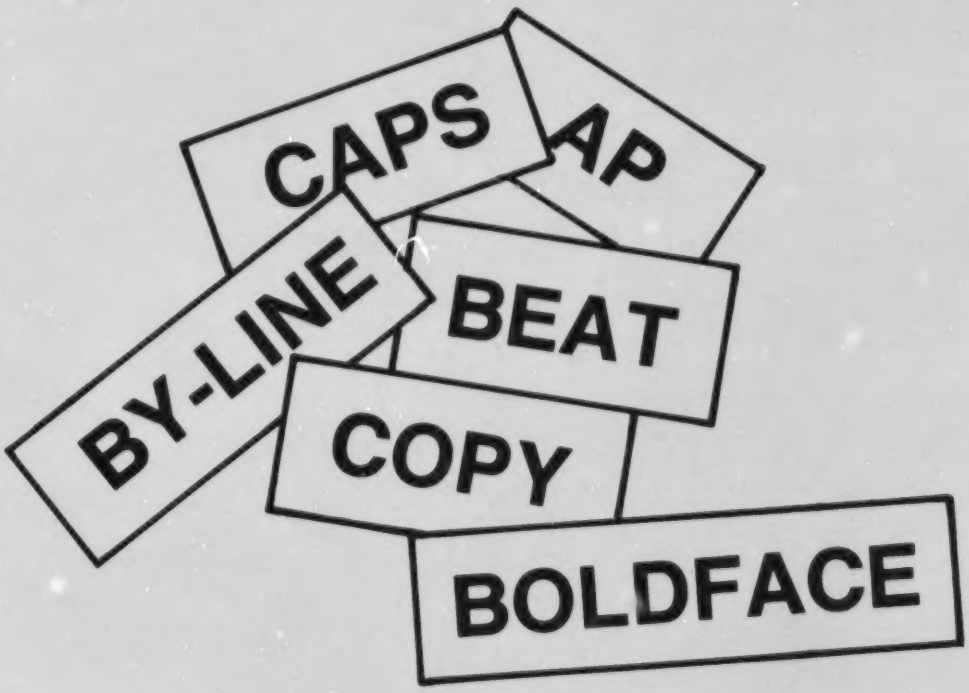
It's important for students to learn how to read the newspaper. Throughout their lives, the newspaper will prove to be one of the most informative and entertaining tools they will have to help enjoy a better life in our free Republic.

ANNOUNCER: A lot of work goes into producing a community newspaper. As you can see, a great many people have a part in publishing each issue. It's important that we readers use the newspaper because it will help keep us informed about many things in town and will help keep our skills for reading and reasoning sharp and useful.

(use jingle and shot of the newspaper to close)

NEWSPAPER VOCABULARY

SECTION V



NEWSPAPER VOCABULARY

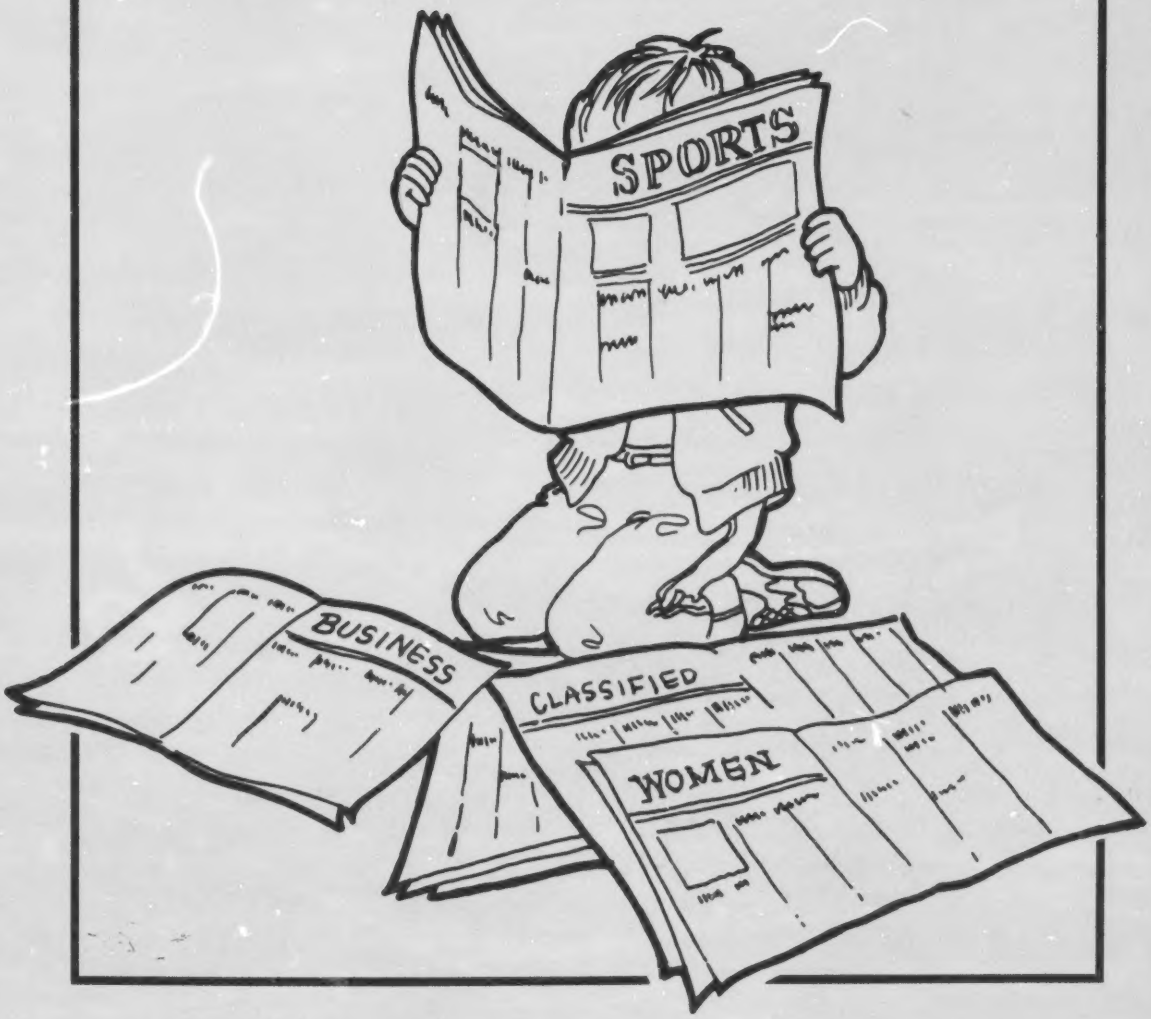
Advance story	story published before the event occurs
AP	abbreviation for the Associated Press
Assignment	an event that a reporter has been delegated to cover
Balloon	a device borrowed from the comic strip which makes the words of a person in the picture appear to be coming directly from his mouth
Banner	a headline in large letters that runs the entire width of the front page
Beat	reporter's regular assignment for covering the news
Body type	type used in the story, not in the headline
Boil it down	cut down the length
Bold face	a heavy or dark type used by printers
Break	initial news coverage of an event
Byline	name of the writer appearing at the head of a news or picture story
Caps	abbreviation for capital letters
Caption	an explanation or title associated with a picture or illustration
Column inch	a unit of measure one inch deep and one column wide
Copy	all printed matter prepared for printing
Copyreader	a newspaper worker who corrects or edits copy written by reporters, he may also write the headline for it
Copyright	an author's exclusive right of property for his work for a certain period of time
Cover	to get all the facts of a news report and write it up

Credit line	a line giving the source of the article or illustration
Cub	a beginning, inexperienced reporter
Cut	an engraving, either line or halftone; it transfers original art into a metal etching so it will produce on paper.
Cutlines	the information which describes and accompanies a picture
Date line	the line at the beginning of a story giving the place and date of the item
Deadline	a time at which all copy for an edition must be in
Dummy	a diagram or layout of a newspaper page, showing the placement of stories, headlines and pictures
Ears	a space at the top of the front page on either side of the newspaper's name used for weather news or to call attention to a special feature
Edition	an issue of the newspaper
Editorial	an article expressing the opinion of the newspaper or a person regarding a certain subject
Extra	an edition of a newspaper which is not regularly scheduled
Feature	an article that may not have news value but is of interest
Filler	a story with little news value, used to fill space
Flag	the newspaper's name on the front page
Headline	the title given to a newspaper story
Kill	to take out copy or type
Lead	the opening sentences of a news story
Make-up	the arrangement of headlines, stories, and pictures into columns and pages in preparation for printing
Masthead	the detailed information printed in every newspaper stating the title, ownership, and subscription rates

Morgue	files of stories, pictures, biographies, etc. available for references at any time--this is also called the newspaper's library
News	any information that interests a large number of people
Plagiarism	passing off as one's own the ideas and words of another
Proof	a page on which newly set copy is reproduced to make possible the correction of errors
Proofreader	one who reads proof pages or sheets and marks errors
Publicity	advertising disguised as news
Release	to specify the publication of a story on or after a specific date
Scoop	a story obtained before the other newspapers receive the information
Sig	name of the firm or company in an advertisement
Subhead	headings used in the body of the story to break the monotony of the solid column
UPI	United Press International
Wirephoto	a photograph transmitted by telephonic or telegraphic equipment
W-H Formula	who, what, when, where, why and how

SECTIONS OF A NEWSPAPER

SECTION VI



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SECTIONS OF A NEWSPAPER

While the number of sections of a newspaper as such may vary from day to day, depending on the number of pages of an edition, the number of categories and their locations within the newspaper remains very constant.

The number of pages of an edition of a newspaper is directly related to the demand for advertising space necessary for that particular edition.

With a ratio of 60% advertising and 40% news and feature content, an edition having 28 pages of advertising will require an additional 12 pages of news and features for a total of 40 pages.

The publisher wants an attractive newspaper for his advertisers and readers: A newspaper that is well organized and readily becomes familiar as far as format and priority is concerned.

The sections of a newspaper are:

I. Main News
II. Womens
III. Business
IV. Sports
V. Classified
* VI. Food Sections
* VII. Area Sections

* Food sections and area sections are usually published only one day each week.

I. In the Main News Section we have:

A. The Front Page:

1. The Flag (The Newspaper's Name)
2. Head Line
3. Pictures in the News
4. Most Important News for that Edition

B. The Conclusion of Most Front Page Stories

C. Local, State, National, and World News

D. Display Advertising

E. Weather Forecast

F. Editorial Page:

1. Editorial Cartoon
2. The Newspaper's own Editorial Views
3. Syndicated Editorial Comments

G. Human Interest Stories

DAILY OKLAHOMAN

The State Newspaper Since 1907

Tylenol Extortion

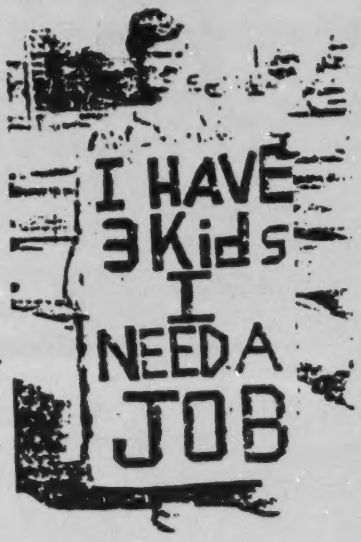
Banowsky Returning

Tylenol

From Page 1

State's Prisons Filling Up Fast

Dr. Terrie Clifford
NORMAN — Less than seven weeks after her... Inc. William Slater



Car-Truck Accident Ignites Jet Fuel

TAMPA, Fla. (AP)

Fatality Reported in Polish Rioting

Plants

1 & 1½ gal $3.75
2 gal $5.95
5 gal $12.95 & Up

Bermuda Sod

$90 ... Ft. or More
19¢ ... a Sq. Ft.

Zoysia Sod

$60.00 per 100 sq. ft
Dug Fresh Daily

GARLAND NURSERY

The Forecast
Friday, October 15
High Temperatures

Rain Snow
Showers Flurries

To Say the Least

Paul Harvey

Reagan and Riegle

LET'S forget the nitpicking about whether President Reagan's reiterated ... that was political or non-par... both the rate of infla... interest rates. ... At this point, only ... an intrusion ... if ...

William F. Buckley Jr.

II. In the Women's Section you'll find:

A. Display Advertising

B. Women's News

1. For and about women
2. Weddings
3. Club Notes

C. Horoscope

D. Ann Landers

E. Josephine Lowman

F. T.V. Program Schedule

G. What's on at the Movies

H. Where shall we eat?

I. Comic page

COME SEE OUR NEW
JOGGING
SUITS
Assorted Colors
Sizes: S-M-L
The Stork Shop

For and About Women

THE GOLDEN THIM

Weddings

White-Rose

HOLY Trinity Catholic Church, Dallas, was the

Sorority

By Minerva McGee

MRS. Millar B. White (Betsy) made a log cabin Christmas tree wall

Daily Horoscope

GENERAL TENDENCIES: A good day to expand your spiritual and philo-

6 a.m.
④ **Hogan's Heroes.**
⑤ **CNN2 News.**
⑦ **Captain Kangaroo.**
⑭ **Faith That Lives.**
㉕ **Hot Fudge.**

DEAR ANN LANDERS: I have discovered why so many young people don't want to fight for their country. They don't know where it is.

JOSEPHINE LOWMAN

deaths among American women since the late 1940s.

Now Showing First Run!
THE MOVIES
7th & I-35
MOORE
794-7171
1:00-3:00-5:00-7:00-9:00

DINING OUT

is music, American soft jazz and pop. We would prefer Oriental music two-alarm — so we got mild. At least that is what they said. We were

III. Business Section:

A. Business in the News

B. Livestock Report and News Items

C. Oil News

D. Stock Market Records:

1. New York Stocks
2. American Stock List
3. Over-the-Counter Markets
4. Options
5. Agri-Markets
6. Futures

E. Oil and Gas Production

Business

By Glen Bayless
A program to sell tax-exempt revenue bonds through the Oklahoma Development Authority to finance loans to farmers was announced

Oklahoma City has slightly more than 4.1 million square feet of empty industrial space, or a vacancy rate of 9 percent, according

Livestock

By Clarence Achgill
Replacment cattle receipts were just a little larg-

The more than 2,500 workers on the first shift at the Ceneral Motors Corp. assembly plant in Oklahoma City will be laid off for two

Mesa Petroleum's No. 1-21 Benton in Beckham County is flowing 5,600,000 cubic feet of gas per day.
The well, C SW of 21-

WASHINGTON (AP) — Interior Secretary James Watt said Thursday that a $2.07 billion sale of oil leases in Alaska's Beaufort Sea

Stocks

Over-the-Counter

Cont'd from Previous Page

NEW YORK (AP) — Thursday's national prices for New York Stock Exchange issues as of NYSE close. Prices and volume consolidated for securities also traded on other markets.

	Sales				
PE	hds	High	Low	Close	Chg.

Futures

CHICAGO GRAINS & PROVISIONS
(By The Associated Press)

Oil and Gas Production

Chicago

Thursday, Oct. 14
Option & Strike
NY Close Price Calls—Last Puts—Last

IV. Sports Section:

A. Banner Headline (usually)

B. Front Page of Sports Section is on Sport of the Season:

1. Football (fall)
2. Basketball (winter)
3. Baseball (spring and summer)

C. Feature Stories on Sports Heroes, Coaches, and Teams

D. Retail Advertising:

1. Washers and Dryers
2. Tires

Sports

By Bob Hersom

NORMAN — When Weldon Ledbetter discusses his greatest day in college football, he

World Series At a Glance

Boxing

Sugar Ray Leonard has chosen the Baltimore Civic Center as the site of his "D for Decision Day" address. On Nov. 9, the welterweight champion will formally announce whether he will

Oakland manager Billy Martin reportedly has a new job. California manager Gene Mauch may be in the market for one.

The Chicago Sun-Times reports that Martin has

FLEET PRICES TO EVERYONE!

HIBDON TIRE CENTERS

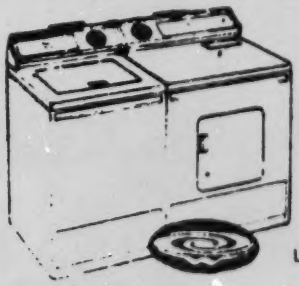
NORTH (Hwy 6 Hillcrest) 7815 N. May 848-4488

N.W.-OKC (N.W. 23 & I-240) 3600 N.W. 23rd 943-2433

S.E.-OKC (¼ Mi. West of I-35) 829 S.E. 29th 632-5621

NORMAN (I-35 & W. Main) 366-2229

MIDWEST CITY 604 S. Air Depot (3 Mile South of Reno) 737-0656



WASHER & DRYER SET

529.00

MODELS LA3000 & DE3000

V. Classified Section:

A. Public Records:

1. Births

2. Marriages

3. Divorces:

a. Asked

b. Granted

4. Obituary

B. Employment

C. Real Estate

D. Automobiles

Public Records

Births

The Times congratulates these proud parents:

Baptist

Mr. and Mrs. Shelia Oliver, Midwest City, a girl.

Mr. and Mrs. Lamonte Bray, 916 NW 118, a girl.

Katherine Gutierrez, 7480 S Drexel Place, a boy.

Mr. and Mrs. Steven Ward, 3427 NW 17, a boy.

Marriage Licenses

William Lollar, 25, of 8609 Candlewood and Collene Sutherland, 18, of 9805 Rockwell

Robert Robinson, 33, and Sharon Moses, 37, both of Wayne

Gerald Edwards, 21, of 740 NE 88 and Shelia Winston, 19, of 2823 Tottingham

Divorces Asked

Blackston, Ruby L. vs. Bertie

Buchanan, Virgie vs. Jase G.

Casey, Cheryl A. vs. John E.

Gibson, Randall A. vs. Renee J.

Henry, Wilburn N. Jr. vs. Sharrell

Divorces Granted

Arnold, Bernese vs. U.L.

Atchley, Glenda G. vs. Tommy A.

Beaks, Linda J. vs. Alphonsus J.

Burch, Carlene K. vs. William M.

Bybee, Bill B. vs. Lydia B.

Christian, Carlita vs. Oscar J.

Deaths

ANDERSON
Jack L., age 50, of 2648 SW 36, Oklahoma City. He was a painter in the Oklahoma City & Tulsa Areas for many years. He belonged to the Baptist Church. Funeral services will be 2 P.M. Wednesday in the Moore Funeral Chapel. Interment in Moore City Cemetery.

State
ADA

UNDERHILL, J.D., 72. Services today (Criswell).

VENABLE, the Rev. William "Bill," 61. Services today (Criswell).

EMPLOYMENT

Jobs Wanted 228

I will do ironing in my home 947-4105 4213 Athens Apt C

Will clean apartments & offices. Call 523-2148

Employment Services 202

CRUISE SHIP JOBS!
All Occupations! Great Income! World Travel!
For info call 1-602-955-1783

JOBS AVAILABLE. Men women. No experience. All trades. U.S. Canada, offshore, Alaska. $ to $500-$1200 + weekly. For info call 417-864-6051 Small fee.

AUTOMOTIVE

Cadillac 614

72 Cadillac DeVille. Must sell 71000 mi. All elec. Am fm. Good cond. $1000 755-6969, 842-2000

72 Coupe, immac. $895. aft 5 239-2706

78 Seville, cream puff. Roof, wires, louvers, $8950, 524-1758

BUDGET
rent a car
82 ZEPHYR, $4950
4225 SW 44 682-1473

USED CARS

AVIS USED CARS 8115 N. MacArthur 789 5351

VANS & RV's

BOB MOORE CUSTOM VANS 3515 N. May 943 8572
HUDDLESTON'S 10th & N. MacArthur 946 3616
McCLAIN'S CAMPSITE 140 W. at Rockwell 789 4773

REAL ESTATE

$13,900
14x70
Dishwasher, storm windows, 3 bd, frost free refrig. Only at: Dougherty Mobile Homes 794-7773 10813 S. Shields (S. of Gene Williams Chevrolet)

Homes For Sale, Choctaw 820

FROM $361 PER MO.
NEW 2 BD. HOUSE $48,990. FHA pmt increases 2 yrs. for 5 yr., same for 24 yr., APR 13.2%, $5190 down (less down more per mo.) 745 NW 113 842-1818

VI. The Food Section normally appears with the grocery ads near the middle of the week and includes:

A. Special Recipes

B. Homemaking Tips

C. Grocery Ads and Coupons

By Ivy Coffey
Food Editor

CREAMY PUMPKIN RICOTTA PIE
2 eggs
1 c. ricotta cheese
1 can (16 oz.) solid pack pumpkin
¾ c. light brown sugar, firmly packed
¼ t. salt

Melba's Swap Shop

DEAR MELBA:

A friend gave me a disc with prongs that is used with yarn to make daisy-shapes which are sewed together for an af-

Good Value Fish Sticks

16 oz Pkg 1.29

SAFEWAY

20¢

on any style
CHEF BOY-AR-DEE
SPAGHETTI SAUCE

To Grocer: Redeem this coupon for face value plus 7¢ handling provided you received it on your retail sale of brand specified. Any other application constitutes fraud. Coupon void and forfeited at our option if invoices proving purchase of sufficient stock to cover all redemptions are not produced on request or if coupon is assigned, transferred, or presented for redemption by one not a retail distributor of this product. Coupon void if taxed, prohibited, or restricted by law. Cash value 1/20 of 1¢. Customer must pay any sales or similar tax. To redeem, mail to:

Chef Boy-ar-dee
P.O. Box R 7121
El Paso, TX 79995

Coupon Expires June 30, 1983

20¢

VII. The Area Section is a way to attract readers by focusing on a specific part of a large city or metropolitan area. It allows an advertiser an option as to the number of readers and the area in which they live:

A. Special Area News Items

B. Special Area Advertising

North

By Dan Merriman
EDMOND –

By Don Meadows
NICHOLS HILLS –

THE VILLAGE –

Western Sizzlin
Steak House

Western Sizzlin

1600 E. 2nd at
Bryant Square
Shopping Center
EDMOND

East

By Griff Palmer
MIDWEST CITY

By Tim O'Herin
NICOMA PARK–

MOORE – "The President's Own" United

Joseph's Apparel

5th & BROADWAY, MOORE, 794-3436

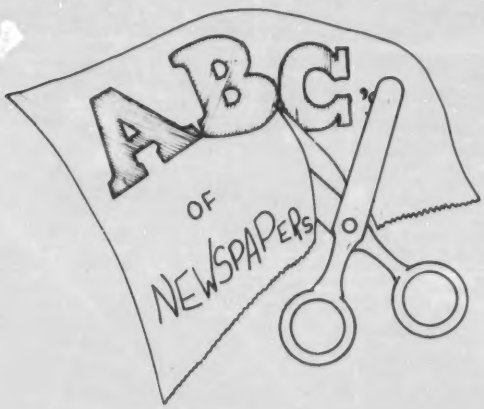
NEWSPAPER READINESS

SECTION VII

NEWSPAPER READINESS

The newspaper is written for readers above the primary level; however, there are a variety of activities an interested teacher might incorporate effectively into his/her classroom. The following suggestions are recommended as activities for use and/or expansion by primary teachers.

1. Circle 5 to 10 words that you can pronounce in one story.
2. Find a picture that shows some action. Describe the picture for your teacher or class.
3. Plan your TV schedule for tonight. Draw a clock face showing what time your favorite program begins.
4. Cut out pictures which fit in categories like sports, people, buildings and weather.
5. On seperate sheets of paper mark one big and one little. Having children use themselves as a measuring point, cut out pictures imagining them life size and paste them on the appropriate page.
6. Collect pictures from the newspaper that show different facial expressions. Label each picture with descriptive words.



7. Use the front page of your newspaper and draw a circle around five different blends. Make a list of all the blends you find.
8. Circle 5 to 10 consonants in the headlines of a page of the newspaper.
9. Syllabication: Divide headline words into syllables.
10. Mix up cartoon sequence; have children unscramble and put in the correct order. (Teacher may want to label the back for self-checking.)
11. Search for cartoons and ads which include symbols. (Examples: donkey, elephant, dove, etc.)
12. Search for abbreviations. (Examples: Dr., St., Ok., etc.)
13. Cut off the headline on a story. Have the children write a headline.
14. Find the places in the datelines on a map.
15. Have students write a classified ad for something they would like to sell. (Teachers may want to make this a group language experience lesson.)
16. Follow the weather map for a week. Graph the highs and lows.
17. Label the 5 W's in a lead news story. (Who, what, when, where, why or how) Use five different colors.
18. Find a picture of a person in the newspaper. Have students put themselves in his/her place. How would you feel?
19. Have the students write an imaginary letter to their favorite comic strip character.
20. Have students put cut-out words in alphabetical order.
21. Find words of one, two, three, etc., syllables.
22. Find root words in longer words, prefixes, suffixes, contractions.
23. Have students classify words that tell when, where, what, who.
24. Read a human interest story to the class. Have children draw a picture to illustrate it.
25. Find pictures of community helpers or workers in the newspaper. Have students tell what each does and how each helps the community.
26. Have students cut out items from the ads to shop for their family members for a holiday.

27. Find pictures of sports figures playing different sports. Discuss what skills are involved in each.

28. Have students find a G or PG rated movie that they would like to see. Where is it playing? What time?

29. Have students plan a meal from the food advertisements. Have them cut out a food from each of the four food groups to have for dinner. Paste the meal on a sheet of paper.

30. Find examples of action words (verbs) in the headlines.

31. Read a news story to the class. See if the students can repeat the events of the story in the order that they happened.

32. Read a news article to the class. See if the students can identify the who, what, where, when and why of the story.

33. Have children clip pictures of the President from the newspaper. Try to identify the emotions in each picture. Discuss with students what the job of President is like.

34. Cut the captions from a number of newspaper pictures. Have students match the captions to the pictures.

35. Collect pictures of city scenes. Label buildings, streets, pavements, traffic, etc. Note that similar things are found all over the world.

36. Collect pictures of the outdoors. Label lake, river, plain, and other geographical terms. Keep a vocabulary chart of the terms.

37. Clip pictures that show the many forms of transportation.

38. Have the students look for photographs in which the four basic shapes are readily identifiable. Square, rectangle, triangle and circle. Mount these and discuss their relationship to each other.

39. Have the students clip words from the newspaper headlines. Arrange these to form simple sentences.

40. Clip pictures from the sports pages of your newspaper. Paste each picture on a piece of paper. Trade pictures with other class members. Set a time limit and list as many words as you can about that particular sport. This can be done in teams or as individuals.

41. Provide each individual or team with a newspaper. In five minutes how many nouns, adjectives or pronouns can you find? (This can be adapted for any parts of speech you are currently studying.)

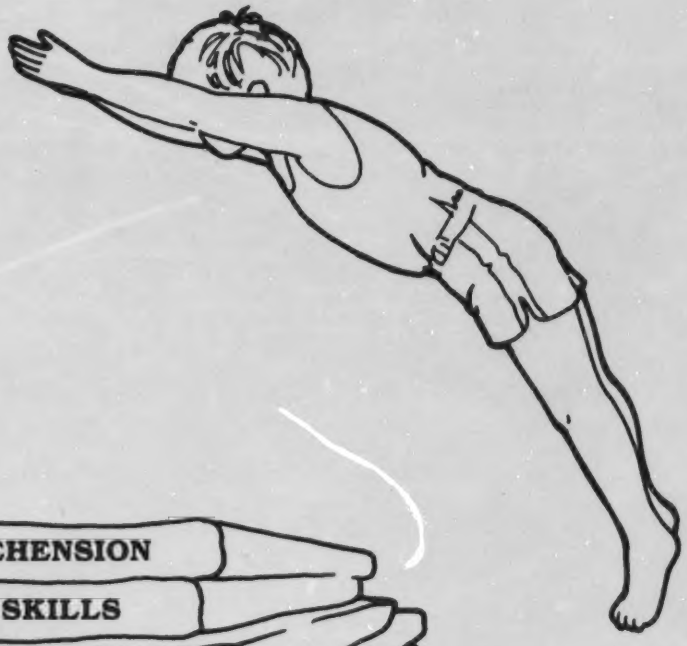
NEWSPAPER SCAVENGER HUNT

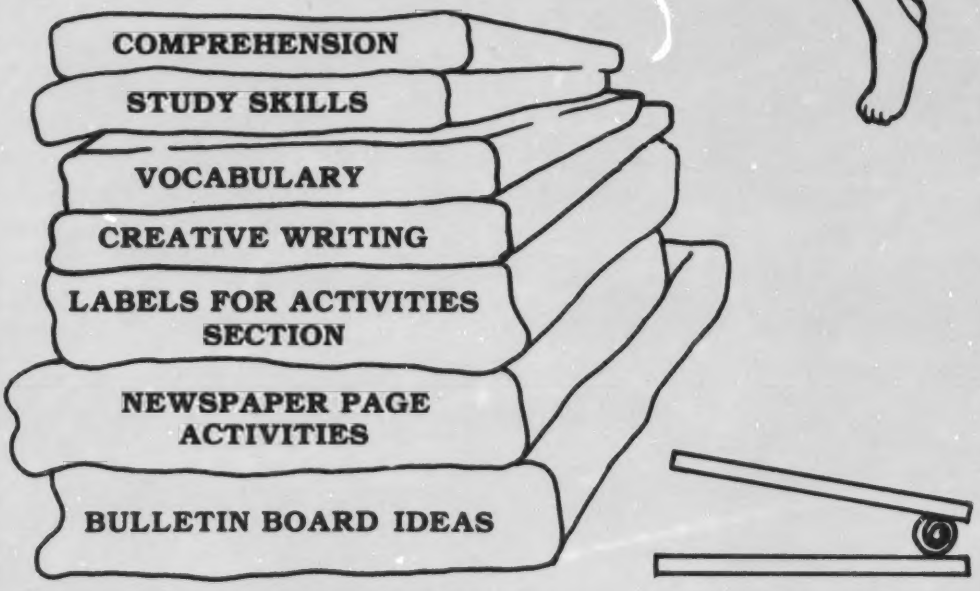
This activity is a race! It will get you around and about in the newspaper. Find the items in the paper and circle them with your pencil. As soon as you're finished, hold up your hand.

* a funny picture
* a map
* a game
* a fraction
* a number over 1,000
* a picture of a vehicle other than a car
* two "new-to-you" words
* a place you'd like to visit
* an old person
* two words beginning with B,
  two words beginning with M, and
  two words beginning with S
* something round
* something hard
* something soft
* a sports headline
* see how many numbers from 1 to 20 you can find

ACTIVITIES

SECTION VIII





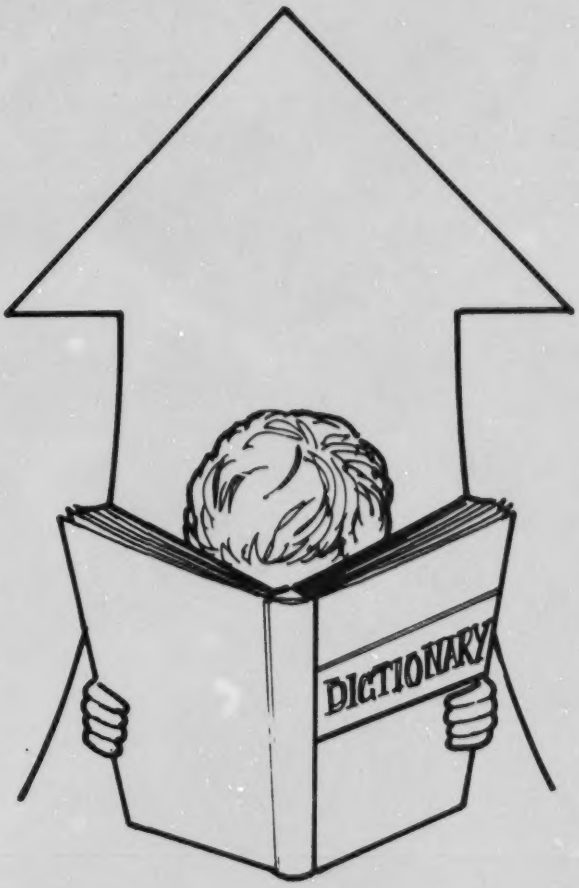
OK-NEWS ACTIVITIES

The activities contained in this section are categorized by the following skill titles: Comprehension, Study Skills, Vocabulary, and Creative Writing. It is strongly recommended that the skills themselves be introduced first, and then the activities be used to reinforce or practice them. Many of the activities reinforce more than one skill.

The activities are intended as spring-boards. The creative teacher will choose, modify, and add to these ideas. Grade designations are purposely left out to encourage the use of the activities with students of all ages. The newspaper appeals to gifted, regular, or remedial students, thus making it a valuable learning tool in any classroom. It is suggested that a resource file be constructed to store these activities for learning centers.

NOTE: The newspaper is new and relevant everyday! What an opportunity for learning!

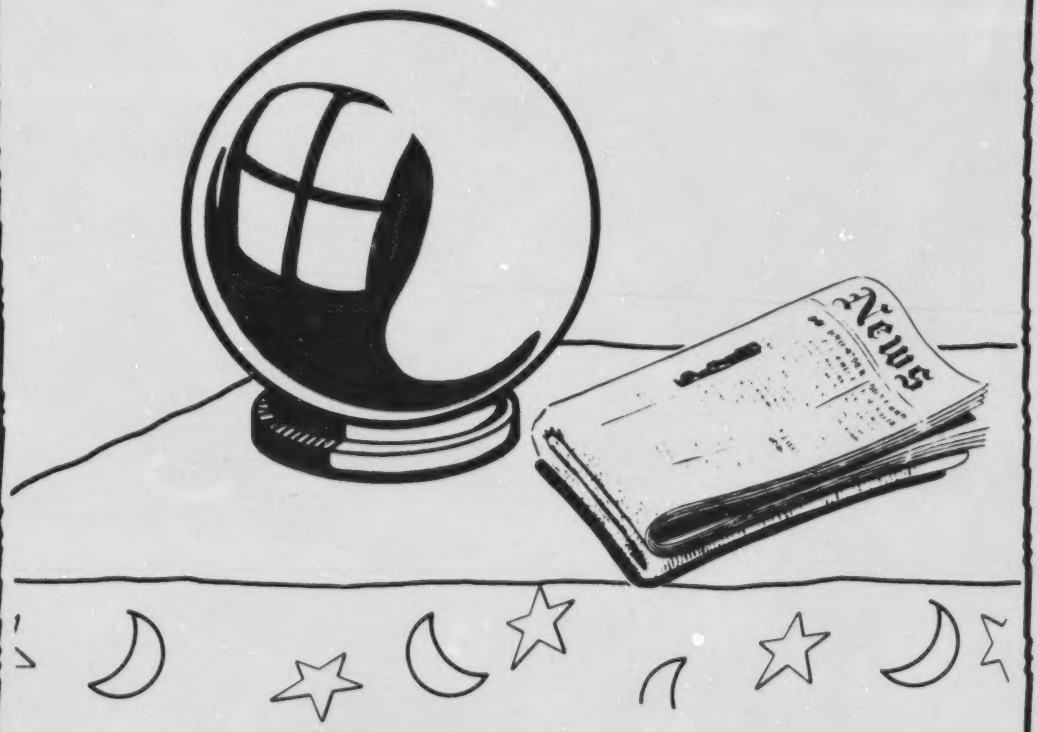
COMPREHENSION



SKILL: Comprehension

"Locating Information in the Newspaper"

ACTIVITY:
1. According to your horoscope, what can you expect to happen today or this week?
2. Do you believe this?
3. What evidence do you have?



SKILL: Comprehension

"Locating Information in the Newspaper"

ACTIVITY: How many players are needed to play bridge?

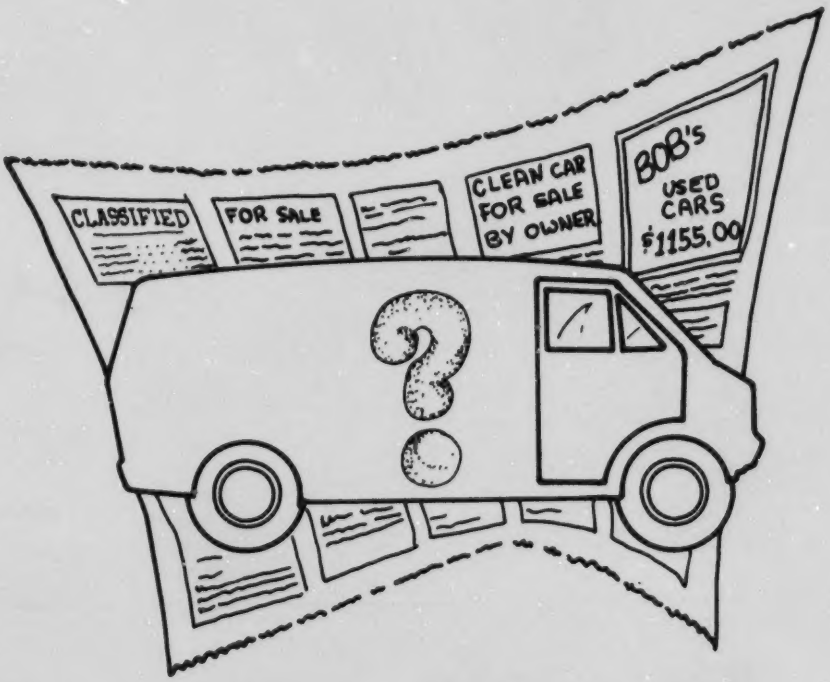
Who is this newspaper's expert on bridge?

SKILL: Comprehension

"Locating Information"

ACTIVITY: You are looking for a car. You can only spend $1500:

1. Where would you look, would you go to an individual or would you go to a dealer?
2. What are your needs?
3. How much does it cost to operate?



SKILL: Comprehension

"Locating Information in the Newspaper"

ACTIVITY: Find a story about money being exchanged in business. This would be either a purchase or a sale.

SKILL: Comprehension

"Locating Information in the Newspaper"

ACTIVITY:
1. What is your favorite cartoon?
2. Does the cartoon have a message? If so, what is the message?
3. Why do you enjoy reading this cartoon?

SKILL: Comprehension

"Getting the Main Idea"

ACTIVITY: Have students clip articles from the newspaper. Paste the article on one side of construction paper and the headline on the other side. After students have read the article, have them answer the question, "What is a good headline for this article?" After they have written their answer on paper, they can easily check their work.

SKILL: Comprehension

"Locating Information in the Newspaper"

ACTIVITY: You want to go to a movie near your home, you must be home by 10 p.m. and you are not allowed to see an "X" rated movie. Tell:

1. Which movie would you choose?
2. How far is it from your home?
3. When would you need to be there?
4. What time is the movie over?
5. How much will it cost?

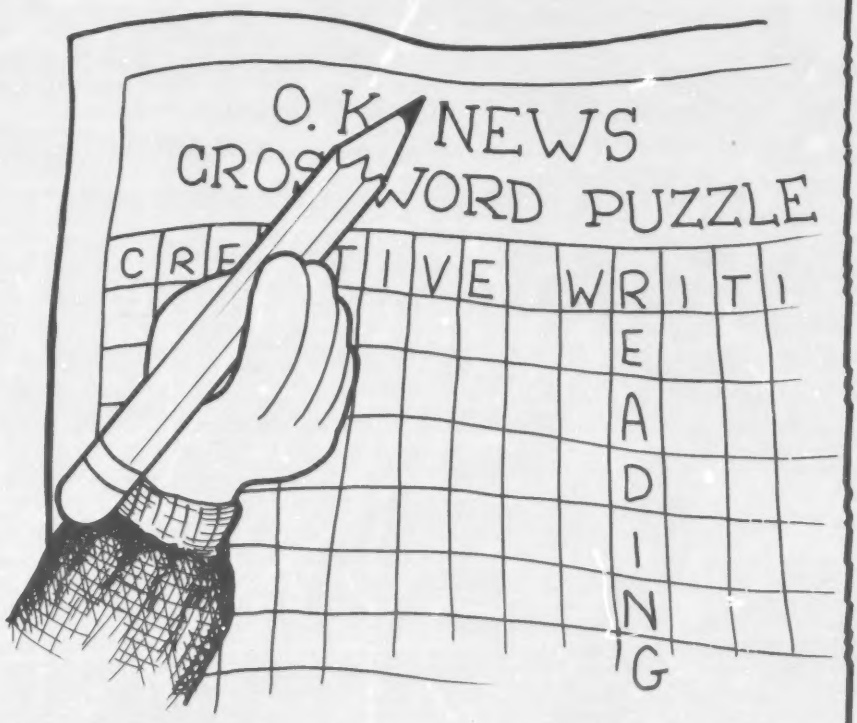
NOTE: If you want to, estimate when you will need to leave your house to arrive at the starting time, and how much gas it will take and the cost.

SKILL: Comprehension

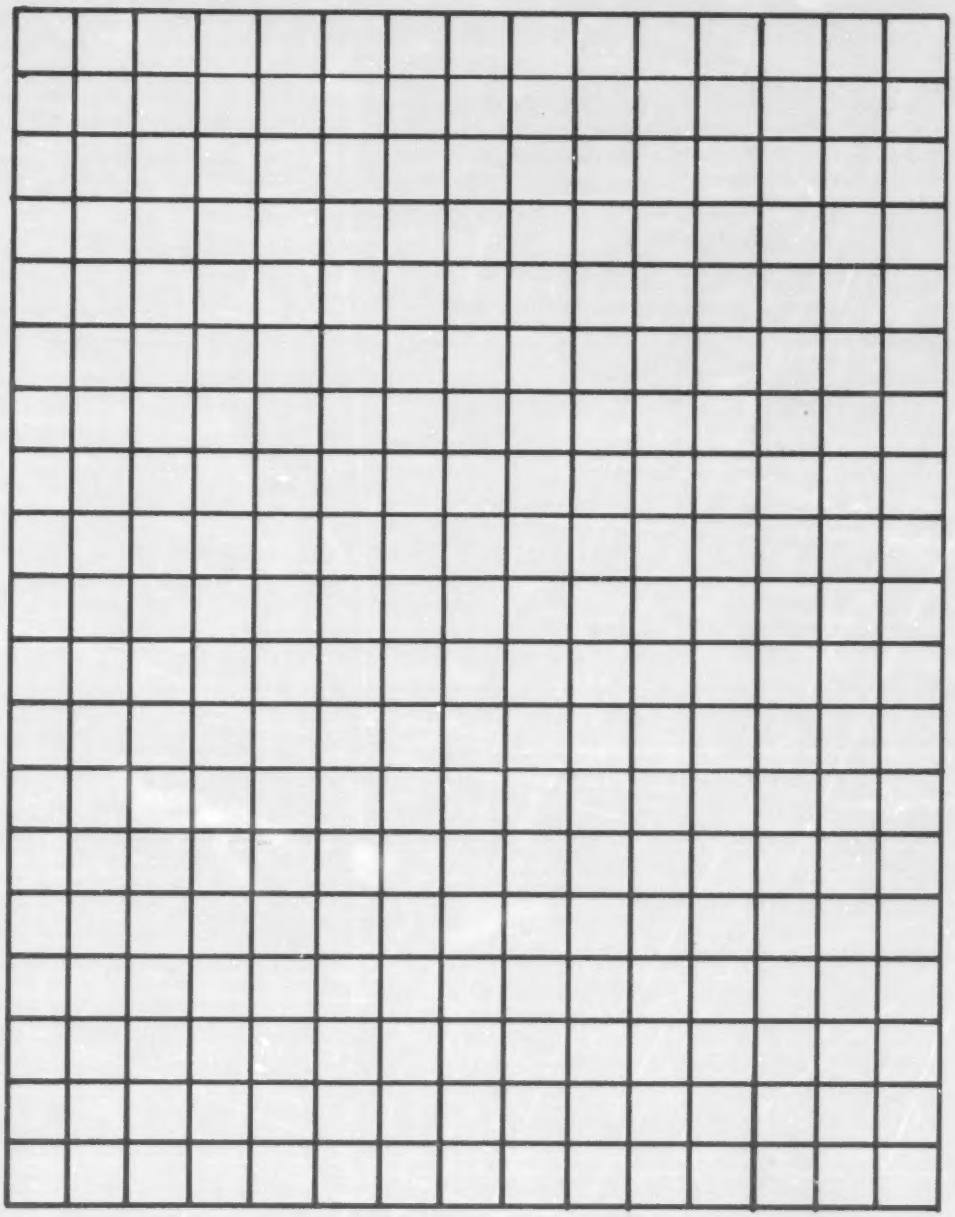
"Application"

ACTIVITY: Prepare an original crossword puzzle which contains headings of the different features in the newspaper. (See blank form on following page.) Be sure to include the answer.

NOTE TO THE TEACHER: Individual words from the headings may be used.



Crossword Puzzle Grid

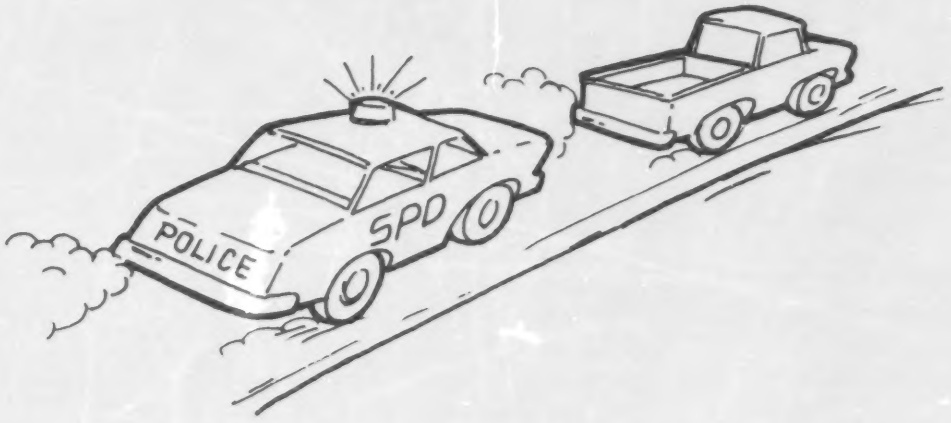


SKILL: Comprehension

"Reaction - Intellectual and Emotional"

(How the article makes one feel and react.)

ACTIVITY: Select an article concerning a crime, car accident, or political speech. Write a paragraph that gives your personal reaction to the story. Compare your reaction with those of your classmates. Discuss.



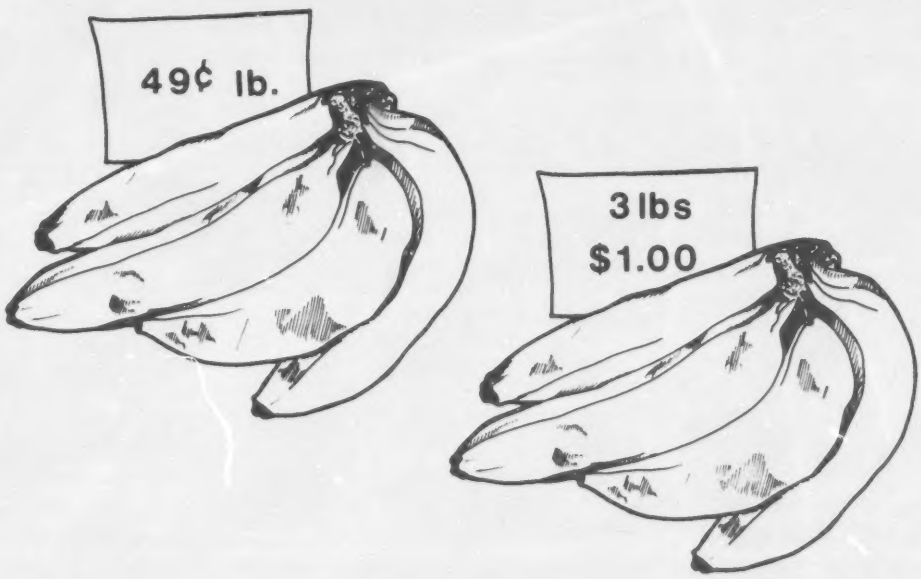
SKILL: Comprehension

"Evaluation or Critical Reading"

(Critical reading requires judging both good and bad qualities in comparison to a standard.)

ACTIVITY: Compare the grocery ads. In your opinion, which store has the best buy in:

1. Meat _____
2. Canned foods _____
3. Frozen foods _____
4. Orange juice _____
5. Paper products _____
6. Fresh fruits _____
7. Vegetables _____



SKILL: Comprehension

"Interpretation Questions"

(The reader must figure out ideas not expressly stated, read between the lines for meanings implied and fill in gaps the author assumes a reader can do with the information presented.)

ACTIVITY: Answer the following from a selected article:

1. Why did the person write the article?
2. Does he have the proper background to write it?
3. What is the mood of the writer and the article?
4. Tell what generalization could be made from these conclusions?
5. Predict what will happen from the information given.

SKILL: Comprehension

"Literal Questions"

(At the lowest level of comprehension it is the literal which requires only an understanding of "what the book says".)

ACTIVITY: Select a long article and choose the main idea and supportive information. Write this into an outline form.

A. Main idea

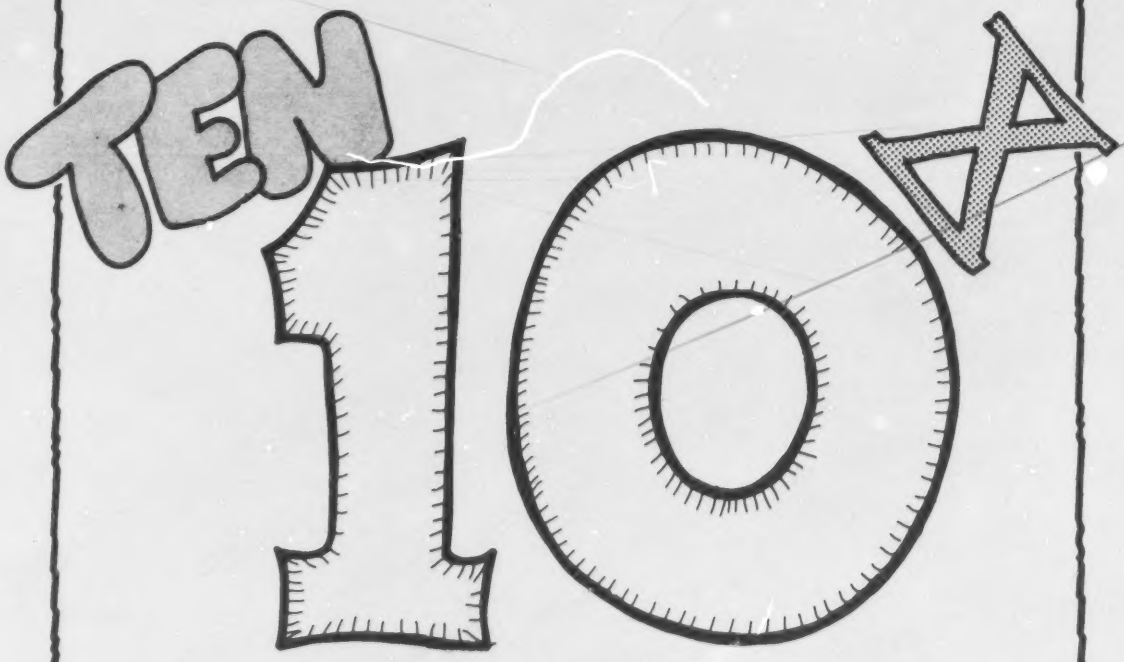
1. Supportive

SKILL: Comprehension

"Using Context Clues"

(Word meaning is influenced by the parts of the sentence that come directly before or after that word.)

ACTIVITY: Select a short article. Blank our every tenth word. Exchange articles with a neighbor. See how many blanks you can fill in. Check your work with the original article.



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SKILL: Comprehension

"Distinguishing Fact and Opinion"

(A reader should be able to determine whether the article is giving facts or his own opinion.)

ACTIVITY: Select a weather story (rain, snow, sleet) and answer the following questions.

1. Can the amount of precipitation be determined? Explain.
2. Is this a fact that it is a record amount? Explain.
3. Where does the information come from? Explain.
4. Is it a fact or opinion that driving conditions are dangerous? Explain.

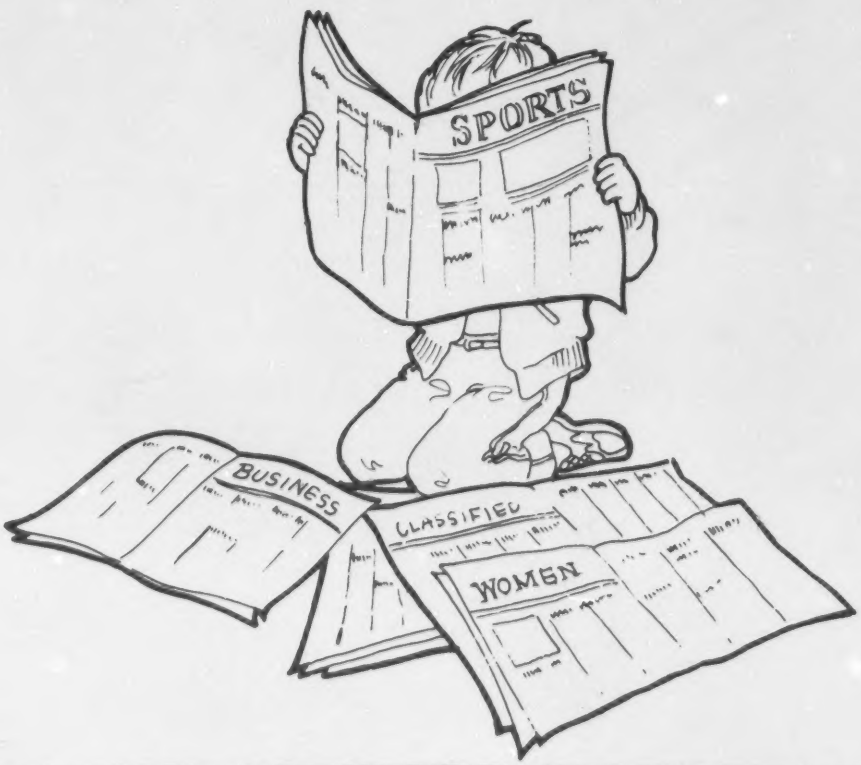
SKILL: Comprehension

"Determining Important Facts"

(A reader should be able to determine whether the writer is telling relevant or irrelevant phrases.)

ACTIVITY:

1. Select and read an article.
2. Give the main idea.
3. On your paper make two columns labeled relevant and irrelevant.
4. List words or phrases under relevant or irrelevant to the main idea.

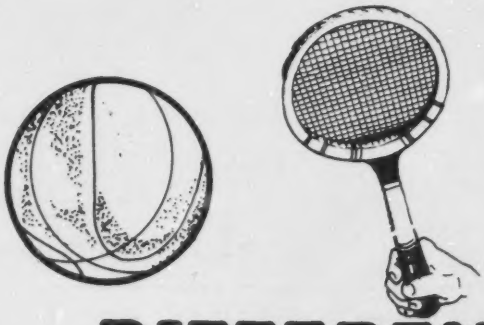


SKILL: Comprehension

"Analogy"

(An analogy is comparing likenesses and differences.)

ACTIVITY: Compare your favorite sport with another sport. List how they are different and alike.



DIFFERENCES

?

SKILL: Comprehension

"Following Directions"

(A person needs to be able to read and follow directions according to the written instructions.)

ACTIVITY: Select a recipe from the paper and list the steps required to make the food item.

SKILL: Comprehension

"Reading for Sequence"

(Logical conclusions can be made when ideas or events are in sequential order.)

ACTIVITY: Choose a sports article and list the order of events from the first to the last.

SKILL: Comprehension

"Critical Reading"

(Critical reading is made by personal judgments according to individual background or environment.)

ACTIVITY: Select a letter to the editor. Write an answer or reply as if you were the editor.

SKILL: Comprehension

"Literal Interpretation"

(Literal writing is meant to be factual and real.)

ACTIVITY: Select a food product ad from the newspaper. Write your answers on a sheet of paper to the following questions:

1. Who manufactures the product?
2. What is the principal ingredient?
3. When is the expiration date?
4. Where is it packaged?

SKILL: Comprehension

"Locating Information in the Newspaper"

ACTIVITY: Read an advice column. Select a problem and answer it in your own words. Then read the columnist's answer.

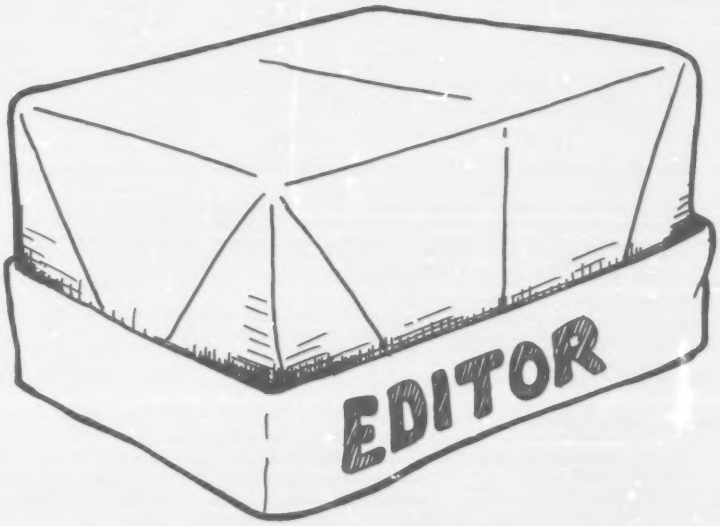
SKILL: Comprehension

"Locating Information in the Newspaper"

(Critical Reading)

ACTIVITY:

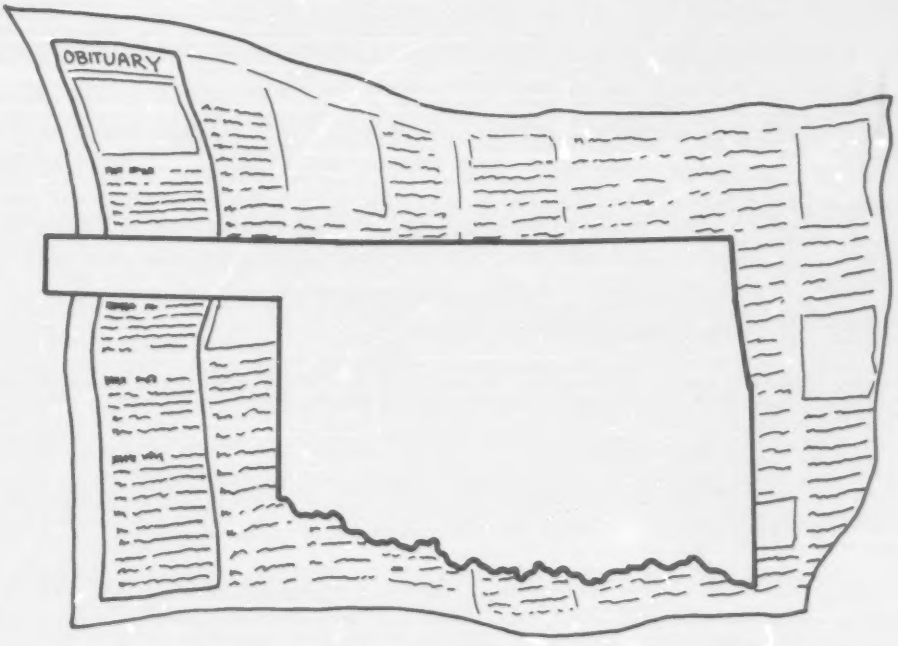
1. Who writes the Editorials?
2. Why would editorial columns differ from one community to another?
3. Whose point of view is expressed in the editorial?



SKILL: Comprehension

"Locating Information in the Newspaper"

ACTIVITY: Locate on a state map the towns where deaths have occurred that are listed in the newspaper.



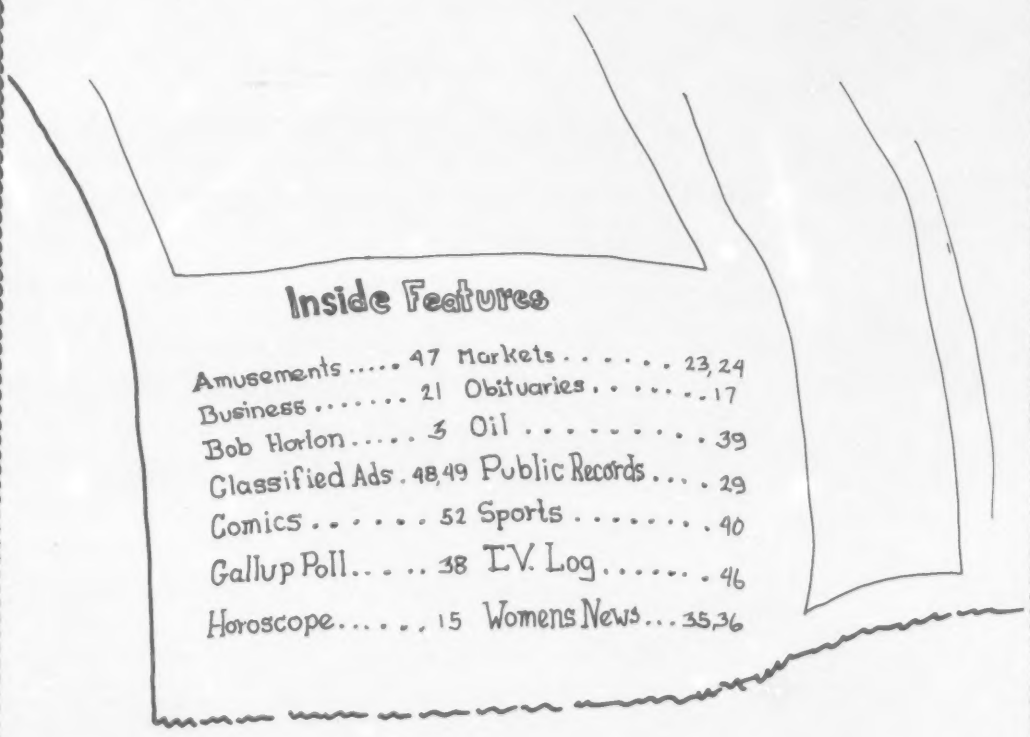
STUDY SKILLS

SKILL: Study Skills

"Use of an Index/Table of Contents"

ACTIVITY: 1. Use the table of contents of the newspaper to tell what pages might contain information about Household Goods for Sale.

2. What pages tell about amusements, comics, Ann Landers, horoscope, classified ads, TV log, obituaries, sports and public records.



SKILL: Study Skills

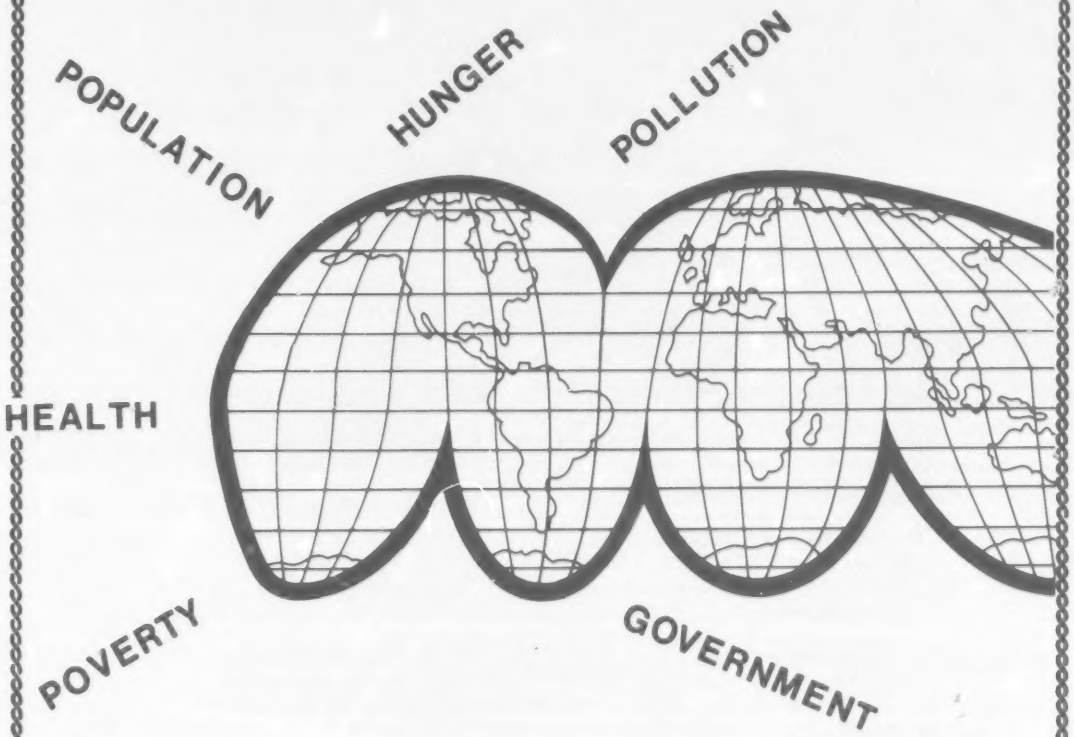
"Critical Reading/Outlining"

ACTIVITY: Read an editorial. Name the points you gained by "reading between-the-lines". What is the meaning of this expression?

SKILL: Study Skills

"Summarizing"

ACTIVITY: Certain issues--poverty, population, hunger, health, pollution, government--are common to all regardless of the country in which one lives. Find such an article and write a summary of it on a separate sheet of paper.



SKILL: Study Skills

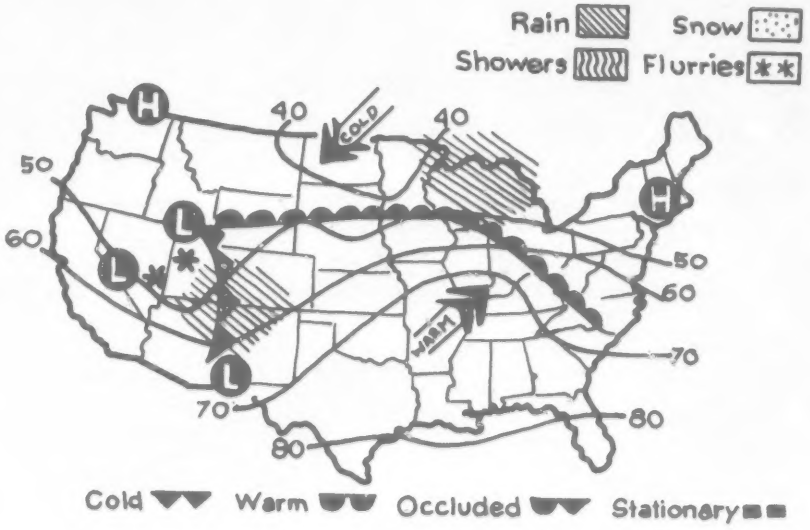
"Increasing Memory and Concentration"

ACTIVITY: Select an interesting picture from today's paper. Study that picture for 5 minutes. Turn the picture over and see how many details from the picture you can recall and write down in the next 5 minutes.

SKILL: Study Skills

"Understanding Maps and Graphs"

ACTIVITY: Find the weather map in the paper. What is the expected high and low for today? What other information is available on this map?



SKILL: Study Skills

"Critical Reading

ACTIVITY:

1. After reading an article from the front page of the paper, select the major points, the details and write them down.
2. Why do you think this article appeared on the front page?
3. Do you think this article is reported objectively (accurately and/or fairly)? Does it reflect the personal bias of the reporter? Tell why you think so.

NOTE: Vocabulary Development--the word "objectively" needs to be introduced and/or explained.

SKILL: Study Skills

"Appropriate Reading Rate"

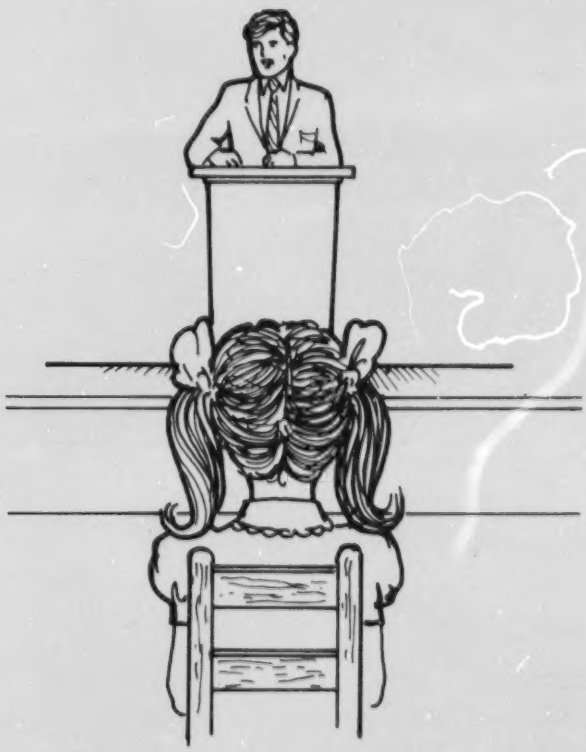
ACTIVITY: Time yourself as you read a cartoon, a sports page article, and an editorial. Determine at least three different factors which affect how quickly you read each item.

SKILL: Study Skills:

"Notetaking"

ACTIVITY:

1. Listen to a speech given by a community or national leader.
2. Take notes.
3. Compare your notes with newspaper accounts of the same speech.

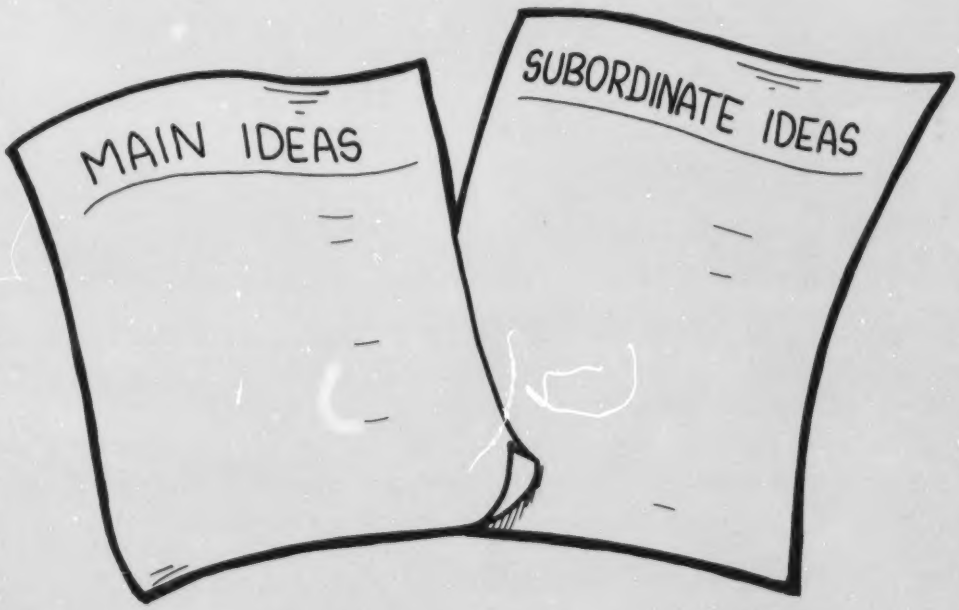


SKILL: Study Skills:

"Outlining"

ACTIVITY:

1. Choose an editorial from the newspaper.
2. Organize main and subordinate ideas using first a topic outline, and then a sentence outline.
3. Compare your outline with that of others in the class or with one developed by the teacher.



SKILL: Study Skills

"Following Directions/Memory"

ACTIVITY: Select a recipe from the newspaper and copy the directions. Cut the directions apart and shuffle the pieces. Reassemble the recipe in the correct order. Check your answer with the original in the paper.

SKILL: Study Skills

"Scanning/Categorizing"

ACTIVITY: Scan the paper for food buys you feel are most economical. Prepare a list of stores and then list the items you would buy from each store.

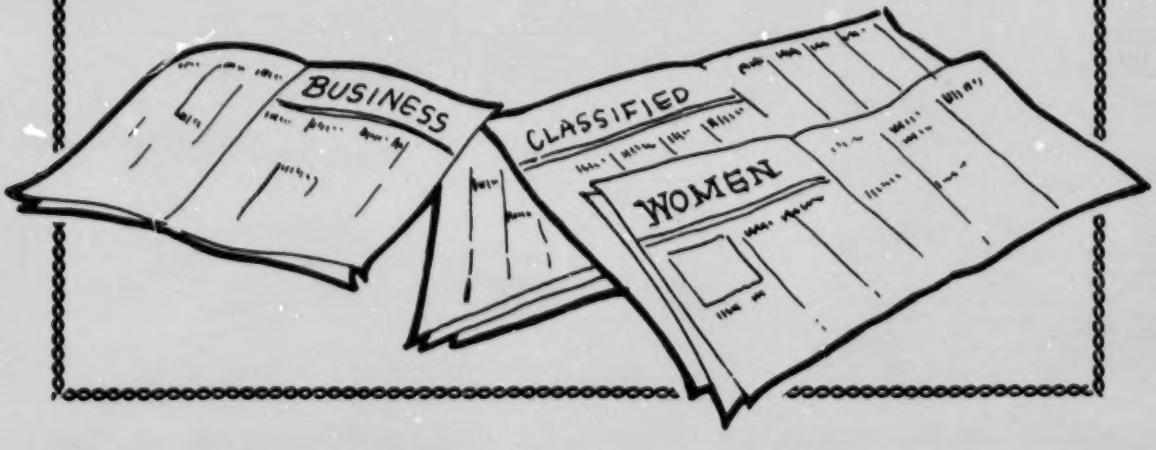
SKILL: Study Skills

"Critical Reading/Research"

ACTIVITY: Thomas Jefferson wrote:

"Were it left to me to decide whether we should have government without newspapers or newspapers without government, I should not hesitate to prefer the latter. But, I should mean that every man should receive these papers and be capable of reading them."

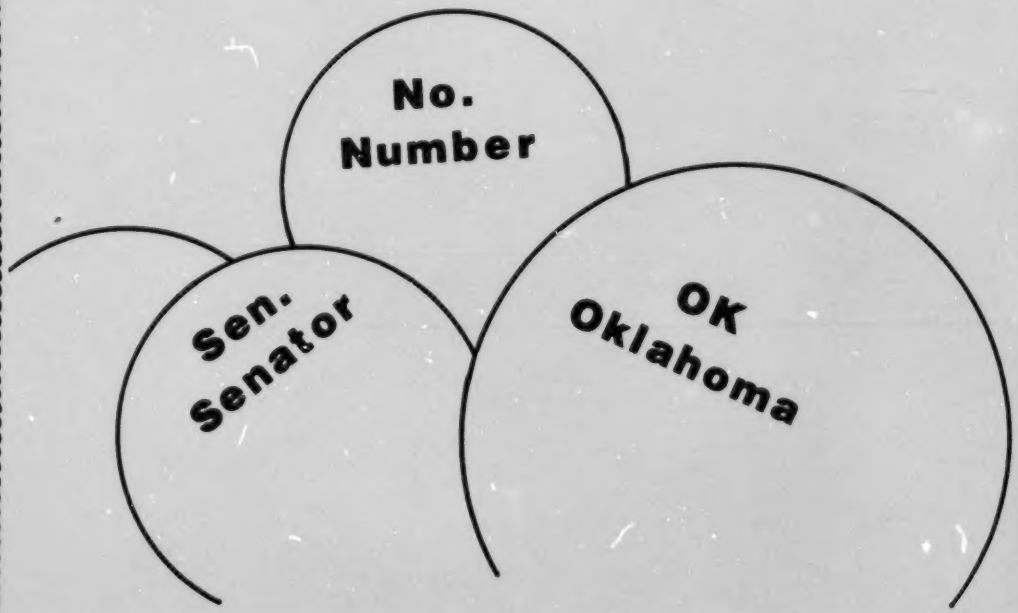
1. Based on what you read into today's papers, do you think today's president would agree or disagree with Jefferson's statement?
2. Read and identify several articles which explain how our federal government works.
3. BONUS: Stretch your thinking.
   In what ways do you agree or disagree with Jefferson's statement?



SKILL: Study Skills

"Dictionary Usage"

ACTIVITY:
1. Find five abbreviations in the newspaper.
2. Use the dictionary to write out the word in its complete form.
3. Now use each word and/or abbreviation in a sentence.



SKILL: Study Skills

"Summarizing"

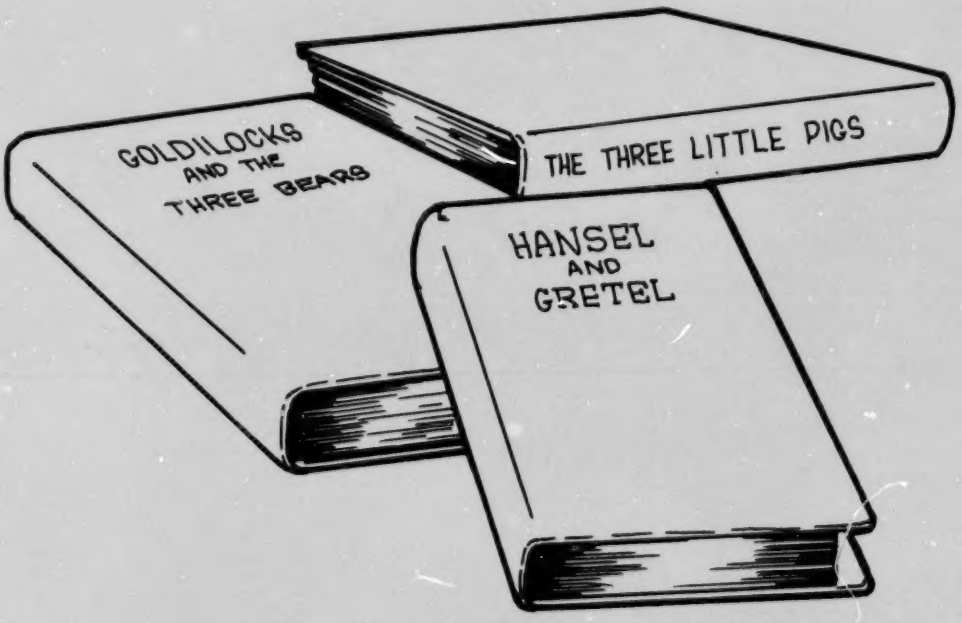
ACTIVITY: Think again of the following well-known fairy tales:

Three Little Pigs

Hansel and Gretel

Goldilocks and the Three Bears

Write three appropriate headlines for each story. After you have written the headline, write a story as it would appear in today's paper.



SKILL: Study Skills

"Dictionary Usage"

ACTIVITY: In the newspaper find two (2) two-syllable words, two (2) three-syllable words, two (2) four-syllable words, and two (2) five-syllable words.

On a separate sheet of paper show how the syllables are marked according to the dictionary.

SYL·LA·BLE

SKILL: Study Skills

"Dictionary/Reference Work"

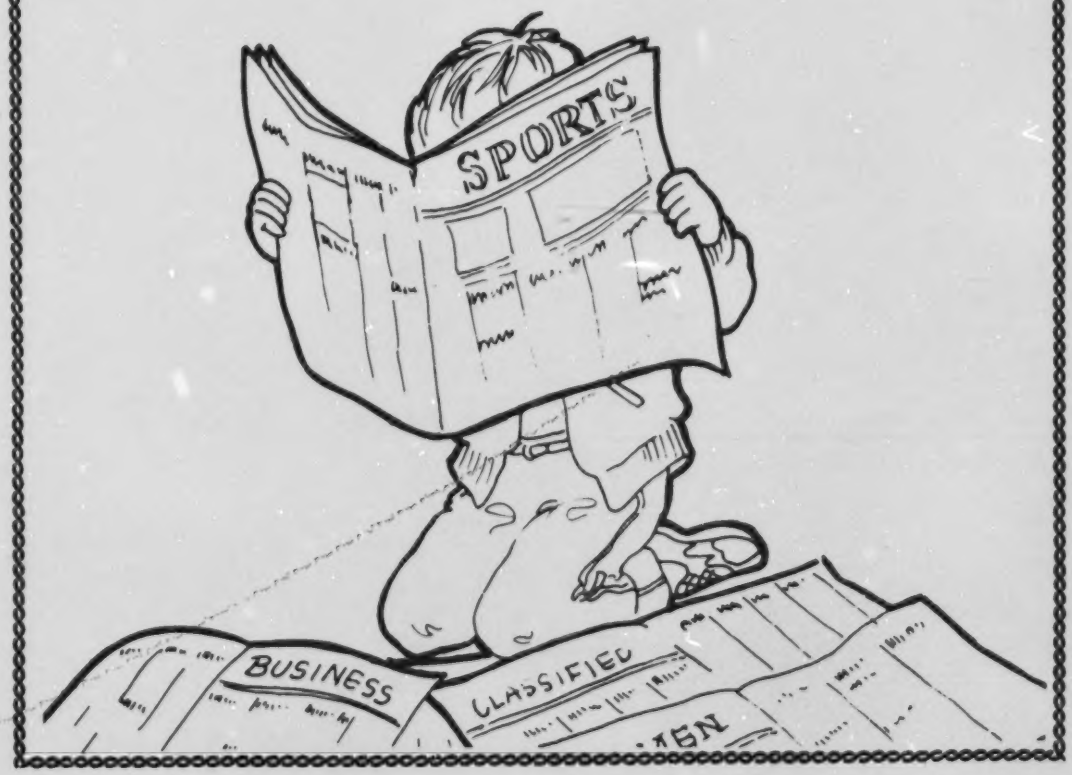
ACTIVITY: Write a paragraph about each of the following terms: Propaganda, Ghost Writer, Plagiarism, Copyright.

Find several examples of one or more of these terms in your newspaper. Write the examples on a separate paper.

SKILL: Study Skills

"Dictionary Work"

ACTIVITY:
1. Find four words in the newspaper that are unknown to you.
2. Look up their definitions in the dictionary.
3. Write each of the words in an original sentence.



SKILL: Study Skills

"Scanning and Categorizing"

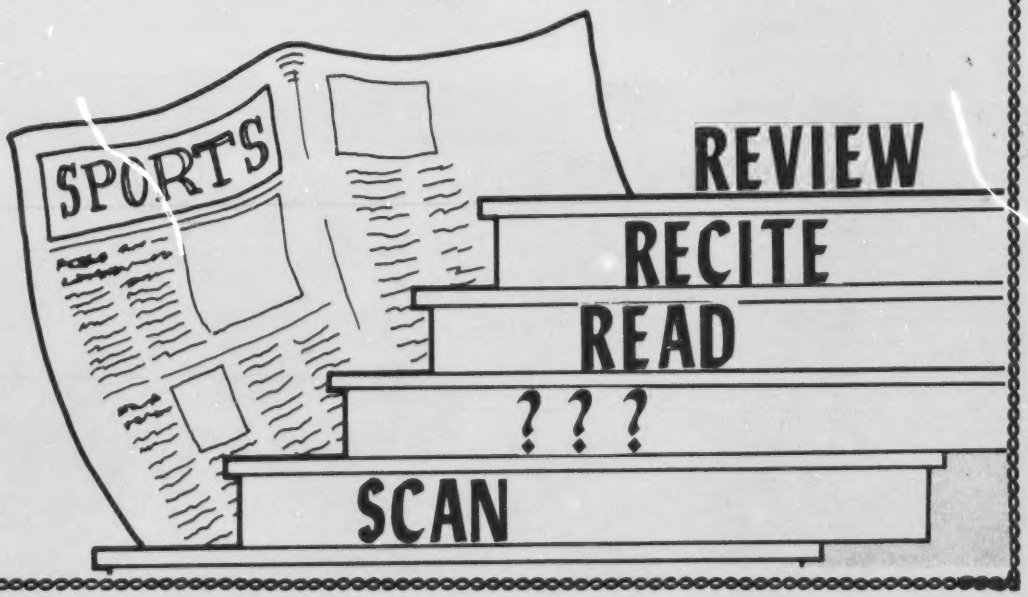
ACTIVITY: Use the classified ads section of the newspaper. Locate ten different makes of cars for sale. On a separate sheet of paper list all the cars in order with the most expensive first and the least expensive last.

SKILL: Study Skills

"Structured Reading"

ACTIVITY: Choose an article from the sports section of the paper.

1. Survey (scan) the title and the first sentence of each paragraph.
2. Compose three questions about the article.
3. Read the entire article slowly for comprehension and to discover the answer for the three questions.
4. Recite in written from the answer to the questions.
5. Review or summarize the article by writing the main ideas in an outline form.



VOCABULARY

SYNONYMS
ANTONYMS
SLANG
NEOLOGISM
PREFIXES
SUFFIXES
DESCRIPTIVE
ONOMATOPOEIA

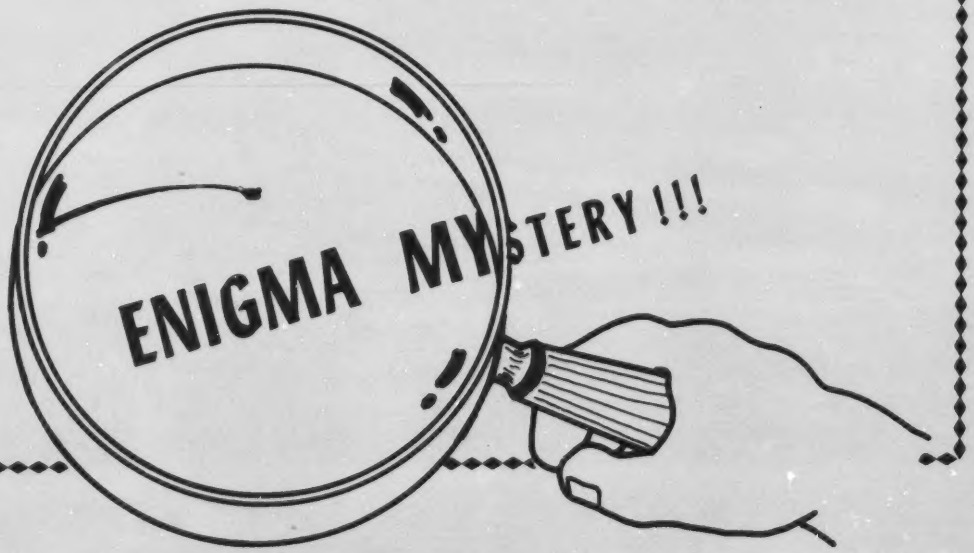
SKILL: Vocabulary Enrichment

"Daily Word Enigma (i-nig'ma) Mystery" *

It takes time, practice and sometimes a dictionary to use one's language effectively. One must choose the correct word, pronunciation and/or spelling and use it in the appropriate way to express one's exact meaning.

ACTIVITY: Select an unfamiliar word from the newspaper. Provide clues and the definition so the class can discover what it is, what it does, etc. When the mystery word is found, read the sentence that contains it. Try to use the new word correctly that day as many times as possible.

*Each student has an assigned day to select the "word enigma" and provide the clues.



SKILL: Vocabulary

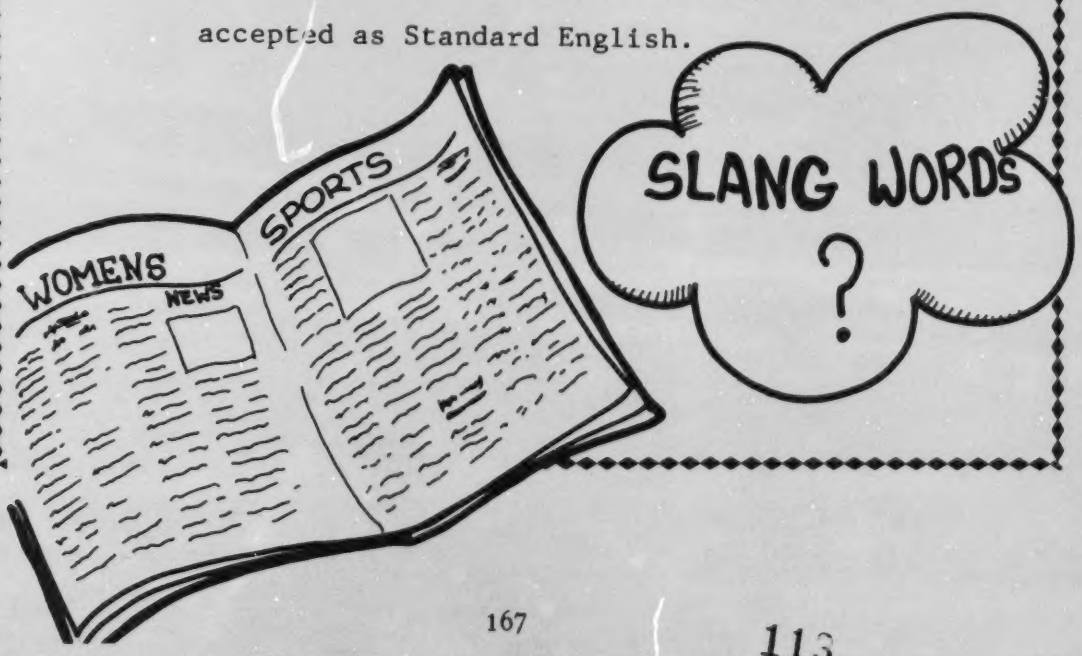
"Slang"

Definition: Phrases or words in common use that express ideas better than existing standard language, but not yet accepted as good taste; or unique expressions used by a special group. Examples: news persons say, "putting the paper to bed" which means getting the paper to the printing press. An unpopular person might be called a "square," a "creep," a "drip," or a "drag."

ACTIVITY: Use the newspaper and locate one or more slang words or phrases.

Remember it is the way the word or phrase is used that makes it slang.

NOTE: Additional information - "Joke," "snob," and "skyscraper" are former slang words now accepted as Standard English.



SKILL: Vocabulary

"Acronyms and Anagrams"

The first letter of every word or parts ot the words in names/titles of institutions, agencies, organizations and scientific discoveries, etc., are combined for easier use and identification.*

SAC = Strategic Air Command

IQ = Intelligence Quotient

AWOL = Absent WithOut Leave

* The difference between the acronym and anagrams: The acronym is a pronouncable term. The letters of the anagram must be pronounced individually.

ACTIVITY: Locate three or more acronyms or anagrams in the newspaper and make a list giving the acronyms or the anagrams and the names/titles that each represent.

SDE =

State Department Of Education

SKILL: Vocabulary

"Neologism" (ni-ol'a-jiz-am)

A new word or use of a new word created by blending or combining parts of two words. Examples:

motel = motor + hotel

clash = clap + mash

glimmer = glitter + shimmer

ACTIVITY: Read and locate a neologism in your newspaper. Write the blended word and the two words blended together to form the new word. Then write the meaning for the new word.

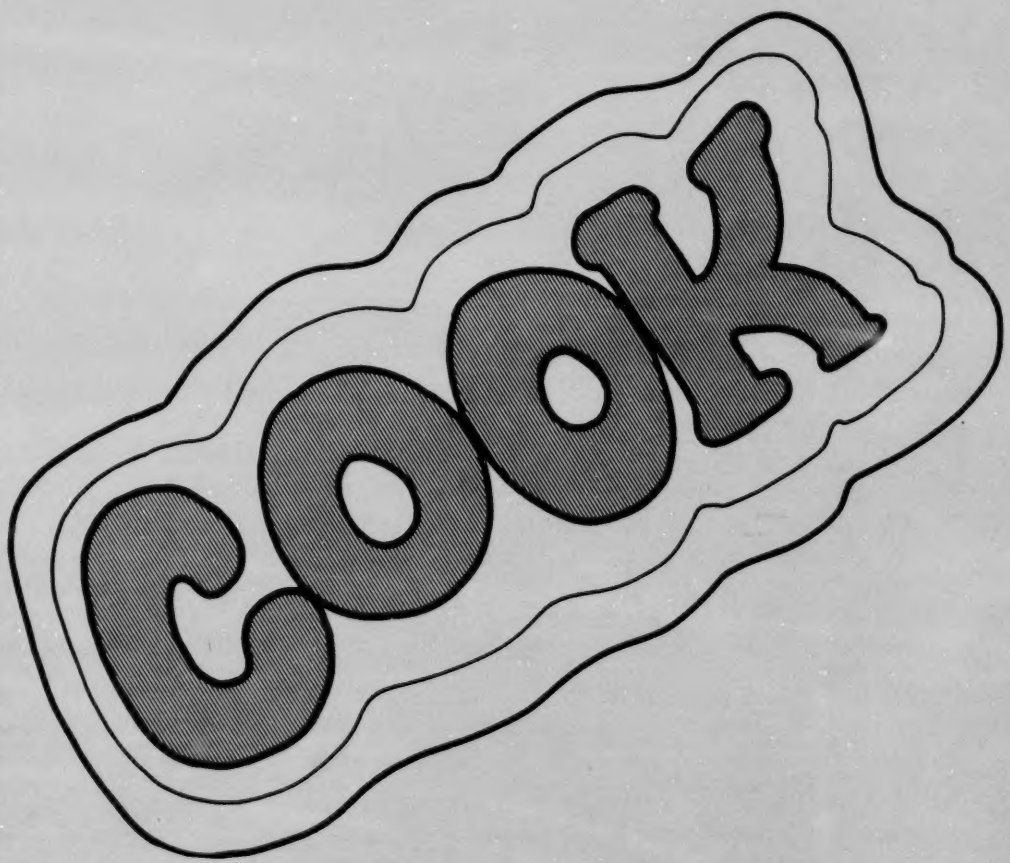
MOTOR HOTEL

SKILL: Vocabulary

"Synonyms"

A word having the same or nearly the same meaning as another word.

ACTIVITY: From the Food Section of the newspaper locate synonyms or closely associated words for cook. Explain how they are related or synonymous.

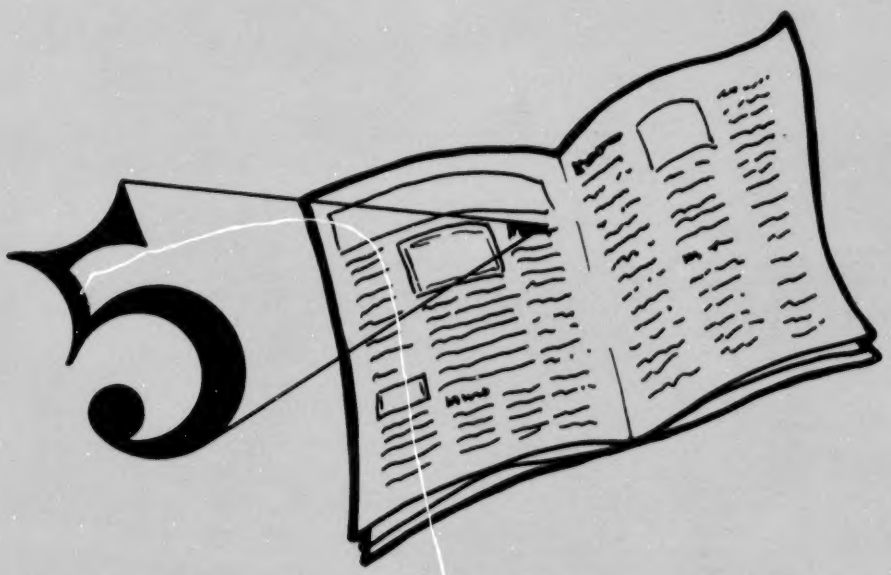


SKILL: Vocabulary

"Synonyms"

Words with the same or nearly the same meanings.

ACTIVITY: Skim the headlines on your favorite page/section of the newspaper. Choose a word from five different headlines and write them on your paper. Now write two or more synonyms for each word chosen. (You may use the dictionary, if necessary.)



SKILL: Vocabulary

"Synonyms"

Words with similar meanings.

ACTIVITY: Take the sports section of the newspaper and see how many synonyms are used for win or beat. Make a list of the synonyms.

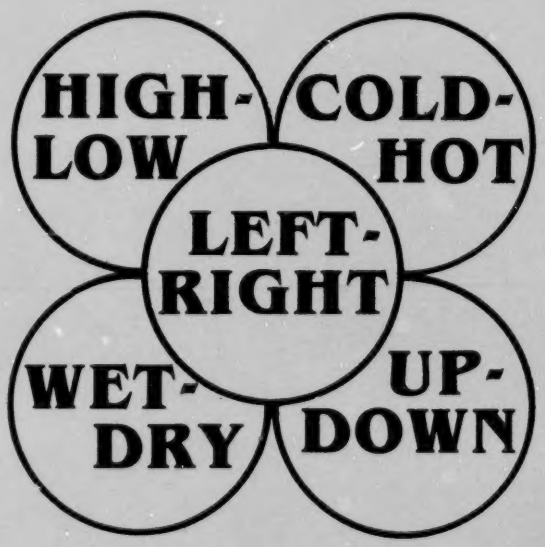
SKILL: Vocabulary

"Antonyms"

Words that are opposite in meaning to another word.

ACTIVITY:

1. Select five headlines.
2. Circle a noun in each headline.
3. Choose three of the five headlines to rewrite by replacing the circled word in each headline with an antonym.
4. Explain how the meaning of each headline is changed with your selected antonym.

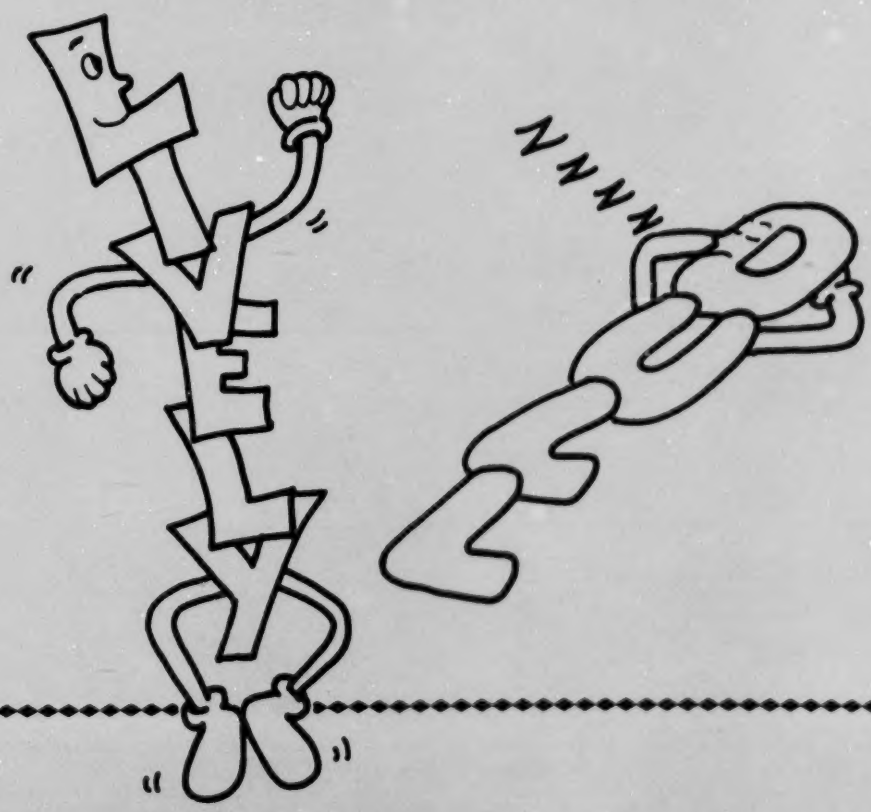


SKILL: Vocabulary

"Descriptive words"

Descriptive words can be lively and colorful with exacting qualities, conditions, characteristics, or they can be dull and lifeless. We use adjectives and adverbs to give more exact meaning.

ACTIVITY: Choose three pictures from the newspaper and read the captions. Identify the adjectives and/or adverbs (describing words). Write them on your paper; then write one synonym and one antonym for each descriptive word.



SKILL: Vocabulary

"Descriptive words"

Describe persons, places, things, actions, and feelings in more accurate terms.

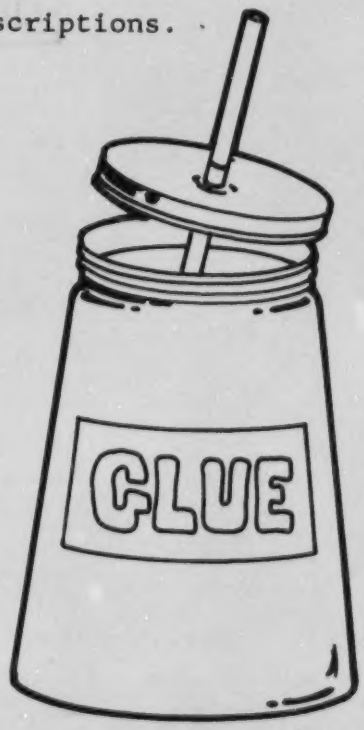
ACTIVITY:

1. Cut out and glue or draw your favorite newspaper comic character on your paper.
2. List as many words as you can describing your comic character.

VARIATION:

1. Describe the actions of the character.
2. Describe the feelings of the character.

GAME: Have a friend guess your character from the written descriptions.



SKILL: Vocabulary Building

"Ladder puzzle"

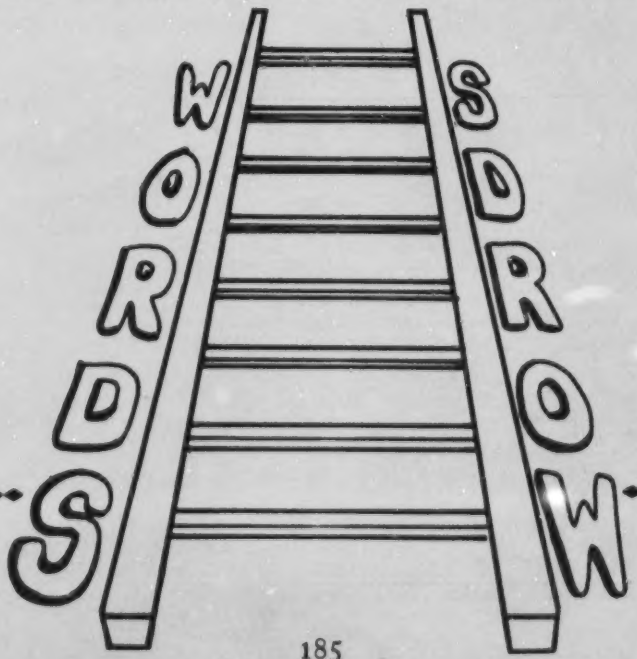
ACTIVITY: Word Sleuth Ladder Puzzle

Print OK NEWS in column form on the left side of your paper. Two inches to the right print the same title in reverse order. Example:

O	S
K	W
N	E
E	N
W	K
S	O

Use the newspaper to find words beginning and ending with the letters that are across from each other.

VARIATION: Choose a word from a Display Ad (Larger more visual ads, not small classified ads). Create your own Word Sleuth Ladder Puzzle.



SKILL: Vocabulary

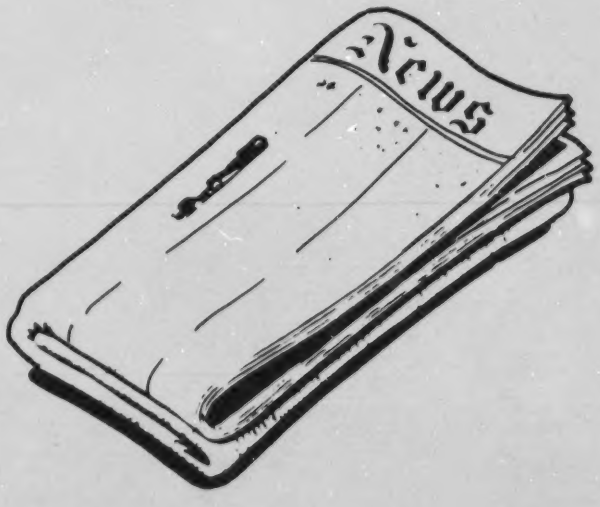
"Abbreviations"

An abbreviation is a shortened form of a word that stands for the whole word. Examples:

adj. = adjective
Aug. = August
assoc. - associate

ACTIVITY: How many abbreviations can you find in your newspaper?

1. Write the abbreviations and the full name/word on your paper.
2. List the section in which you located each abbreviation.



SKILL: Vocabulary

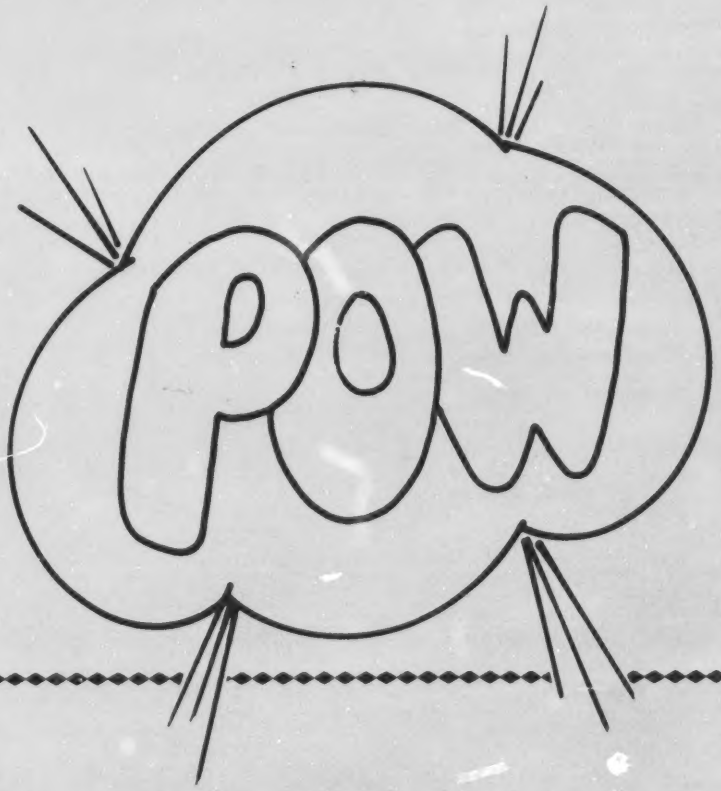
"Onomatopoeia (on'a-mat'a-pē'a)

Name or word imitating the sound associated with it. Examples: hiss, buzz, snort, moo, pop, pow, squish, splash.

ACTIVITY:

1. Locate some onamatopoeia examples in your newspaper.
2. Draw or write them on your paper.
3. Design some on your own to indicate the sound made.

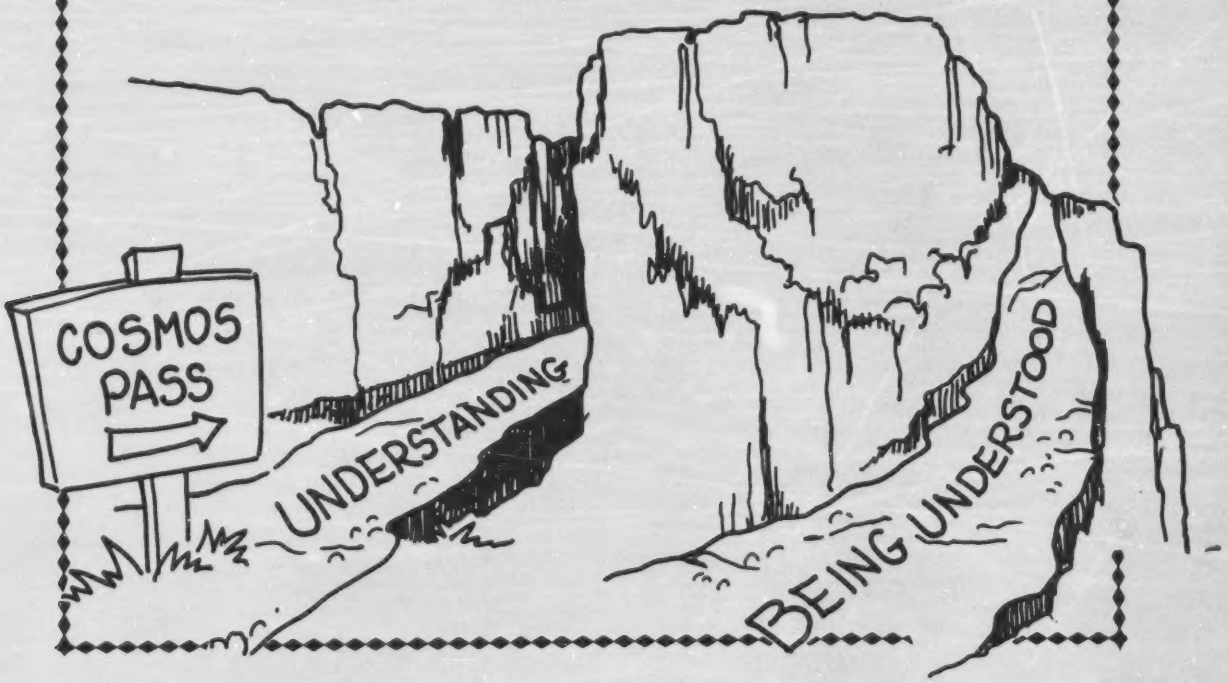
NOTE: The comic section and display ads might be a good source of onomatopoeia.



SKILL: Vocabulary Development

One's vocabulary consists of all the words used by that individual. A vast vocabulary and the skill to use words accurately is one's "pass" into a cosmos of understanding and being understood.

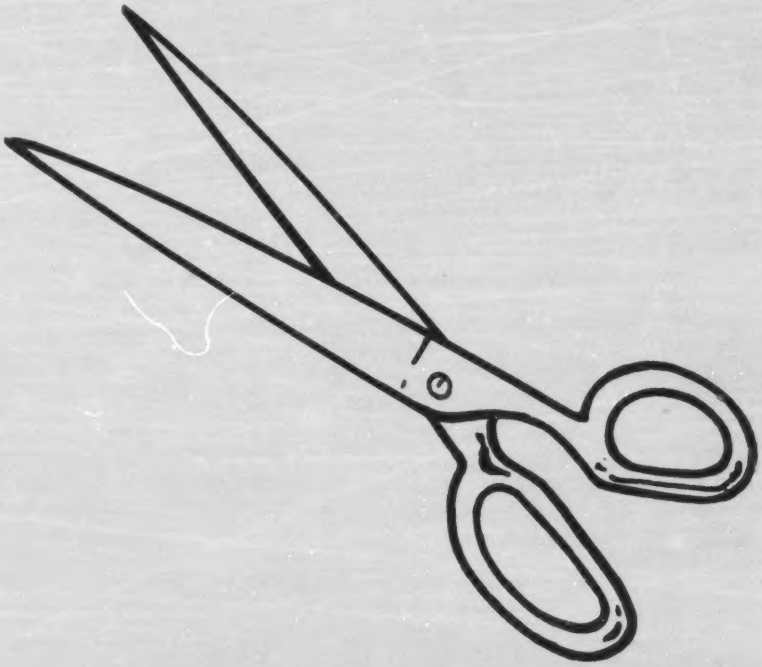
ACTIVITY: From the newspaper choose three (3) new words to include in your vocabulary and locate them in a dictionary. Consult the dictionary even if you think you know the meaning from the way it is used in the sentence. After learning the meaning and pronunciation of a new word, use it in oral statement and written sentence.



SKILL: Vocabulary building

ACTIVITY: Headline Vowels I

1. Cut the headlines out of old newspaper.
2. Mark out the vowels.
3. See if a classmate can read and write the headline.



SKILL: Vocabulary

"Acronyms, Anagrams, and Creative Writing"

Acronyms and anagrams use the first letter of every word in names/titles of organizations, institutions, and discoveries for easier use and identification.

ACTIVITY: See who can make the longest meaningful sentence with acronyms and anagrams you find in the newspaper. Example: The US and GB agreed on TV and thru IBM that the FDA should work thru the UN and help support the agencies called ILO, FAO, UNESCO, and WHO.

Answer: The United States and Great Britain agreed on Television and through International Business Machines that the Federal Drug Administration should work through the United Nations and help support the agencies called the Internatioanl Labor Organization, Food and Agriculture Organization, United Nations Educational Scientific and Cultural Organization and World Health Organization.

ACRONYMS - ANAGRAMS - ACRONYMS - ANAGRAMS - ACRONYMS
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SKILL: Vocabulary

"Prefixes: inter, sub, trans, im, ex"

A prefix is a beginning syllable added to change a word and its meaning. Examples:

inter means between
sub means under or near
trans means across
im means in, into or not
ex means out, out from
re means again

ACTIVITY: Locate a word in your newspaper that uses any three of the above prefixes. Write the word, identify its base (root) word and write the definition of the total word.

SKILL: Vocabulary

"Suffixes: ful, hood, ish, able, less"

A suffix is an ending syllable added to change a word and its meaning. Examples:

ful	means	full of
hood	means	state of being
ish	means	like/tending toward
able	means	that can be
less	means	without

ACTIVITY: Using the newspaper locate a word for any three of the above suffixes. Circle the suffix in each word. Write the word, its root and then the definition for the whole word.

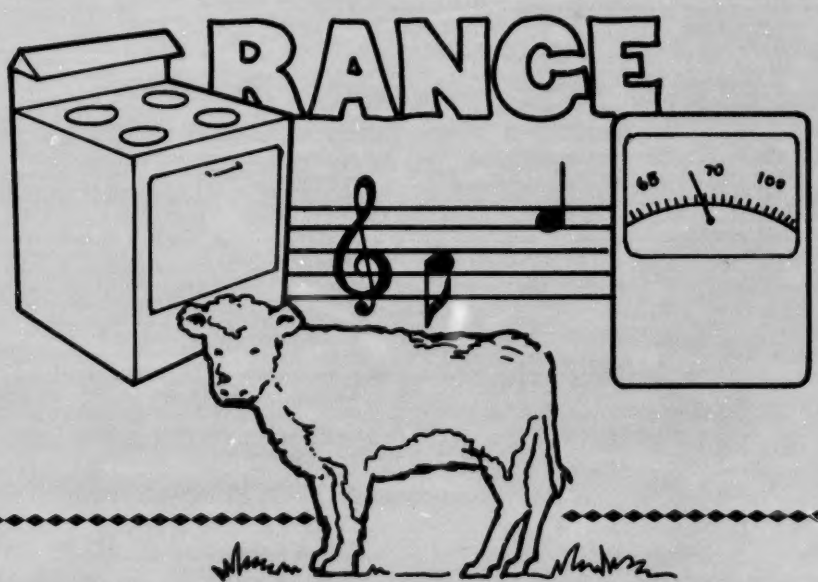
SKILL: Vocabulary

"Multiple Meanings"

Many words in the English language have multiple meanings. Usually there is a context clue in the sentence or paragraph which tells which meaning to use. However, when in doubt, consult the dictionary.

ACTIVITY: "Range"

Consult your dictionary and count or add the total different definitions and uses for the word range. Find two or more examples of range used in the newspaper. Write the word, the sentence, and the definition of the word as it is used in the context. Write the section of the newspaper where it was located.



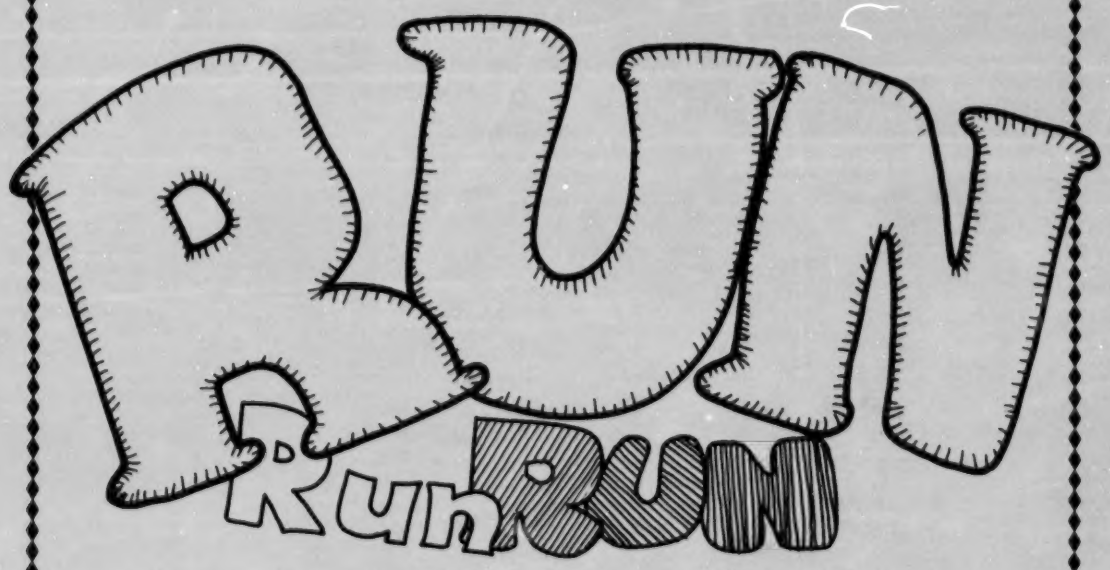
SKILL: Vocabulary

"Multiple meanings"

ACTIVITY: "RUN"

Consult the dictionary and count or add the different definitions and uses for the word run. Find two or more examples of run used in the newspaper. Write the example, the definition used, and the section of the newspaper that contained the word run.

BONUS: Find two examples of another multiple meaning word that is used in the newspaper.



SKILL: Vocabulary

"Recognizing overused adjectives in advertisements"

ACTIVITY: Make a list of frequently used adjectives found in advertisements. Using Roget's Thesaurus, find synonyms for each overused adjective and list them beside the original adjective.

CREATIVE WRITING

SKILL: Creative Writing

ACTIVITY: Find a picture of a person(s) in the newspaper that shows feelings. Write down what feelings are expressed in the picture. What do you think caused these feelings? The caption under the picture may give you some clues.

SKILL: Creative Writing

ACTIVITY: Clip three to five pictures from your newspaper and put them in an envelope. Have enough pictures so that every student can have an envelope of pictures.

Each student or two students working together should take the pictures, arrange them in any order and tell a story. After they have told their story out loud, they should write it.

SKILL: Creative Writing

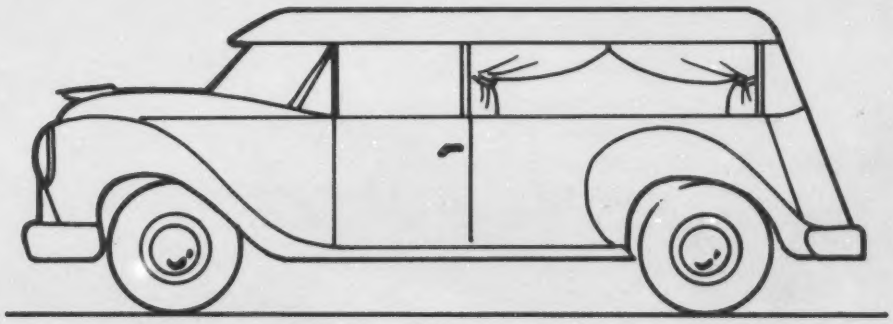
ACTIVITY: Take a double sheet of newspaper and cut apart every headline. Put each word of these headlines in an envelope. Pick five words out of the envelope and paste those words at the top of a sheet of paper. See if you can write an exciting, sad or funny story using those words in the story.

SKILL: Creative Writing

ACTIVITY: In the "Help Wanted" section in the classified ads, select a job for which you would like to apply. Write at least one paragraph telling why this job appeals to you.

SKILL: Creative Writing

ACTIVITY: Write a story of a used hearse that has had some rather unusual owners.



SKILL: Creative Writing

ACTIVITY: Follow your horoscope for one week. Write about the things that actually happened. Write your horoscope for tomorrow.

Example: You will acquire a large sum of money from an unknown source. Beware of unscrupulous offers. Take heed of a tall companion; you will not resist an offer.

SKILL: Creative Writing

ACTIVITY: Select an article that appears in the middle or back section of the paper. Rewrite the article so that it should appear on page one.

SKILL: Creative Writing

ACTIVITY: Write a front page article about yourself or your best friend. Include a picture with your article.

SAMPLE HEADLINES

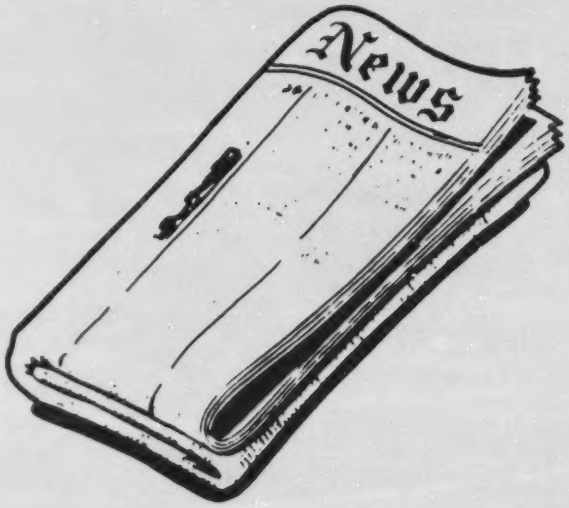
BILL DONALDSON NAMED BEST DRESSED STUDENT

CHRIS BROWN WINS TROPHEY

JUDIE ALEXANDER GETS LEAD IN PLAY

KERRIE WALKER WINS SPELLING BEE

PATSY SMITH ELECTED CLASS PRESIDENT



SKILL: Creative Writing

ACTIVITY: Select a news article that interests you. Write the article as it might have appeared in 1802.

SKILL: Creative Writing

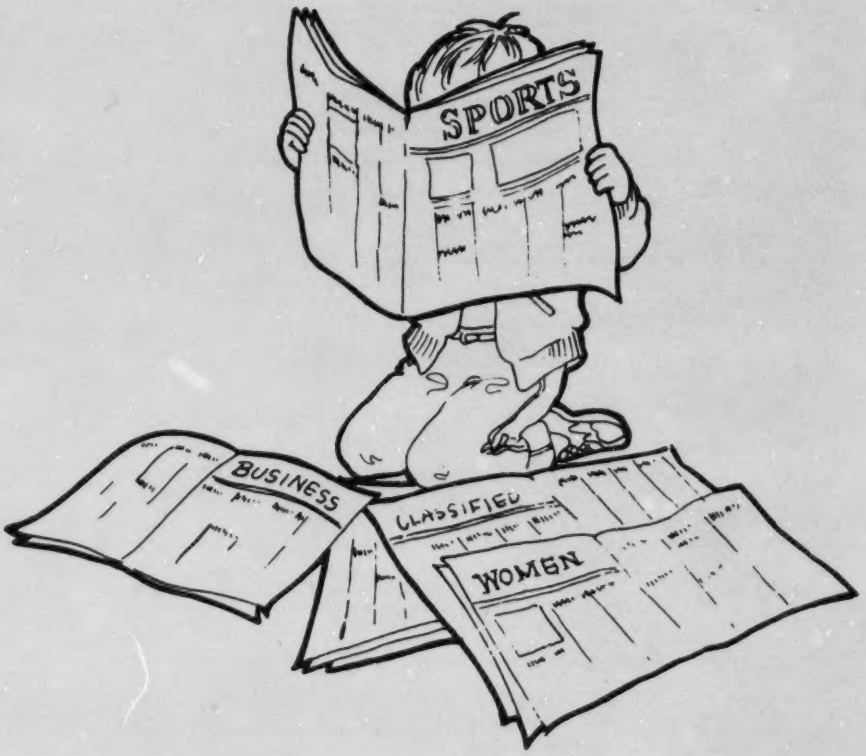
ACTIVITY: Create a new detergent or some other product.
Draw ads and write promotion stories.

SKILL: Creative Writing

ACTIVITY: Choose an important event in history. Write a news item about it for today's paper. Design an ad for an item used in the historical period you are studying.

SKILL: Creative Writing

ACTIVITY: Select a headline from the newspaper and write a story to go with it.



SKILL: Creative Writing

ACTIVITY: Select a "Personal" ad from the classified section of the newspaper. From the information given, use your imagination and write a story.

1. What type of person placed the ad?
2. What events do you think happened before the ad was placed?
3. How do you feel the ad might change the person's life?

SKILL: Creative Writing

ACTIVITY: Select a photograph from the newspaper. Write a story about what you think is happening in the picture. Describe the emotions.

SKILL: Creative Writing

ACTIVITY: Select your favorite fairy tale and write it as a newspaper article.

Example: "Bears' Home Vandalized"

SKILL: Creative Writing

ACTIVITY: Find the "Lost and Found" section in the classified ads. Choose a lost animal and pretend you are that animal. Write the animal's story.

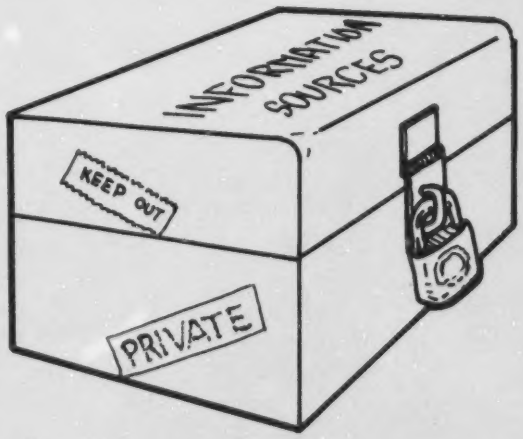
1. How did you become lost, and where did you wander?
2. How does your owner feel?
3. Will you eventually find your home?

MY STORY
IT ALL BEGAN WHEN I WALKED THROUGH THE GATE THAT HAD BEEN LEFT OPEN. BEFORE THAT HAPPENED I HAD BEEN A CAREFREE, FLOPPY EARRED PUPPY. NOW I AM JUST ANOTHER STATISTIC IN THE "LOST AND FOUND" COLUMN.

SKILL: Creative Writing

ACTIVITY: Do you feel reporters should have the right to protect sources of information? Tell why you feel this way.

NOTE TO THE TEACHER: A guest reporter may want to come to your class and visit about their sources of information.



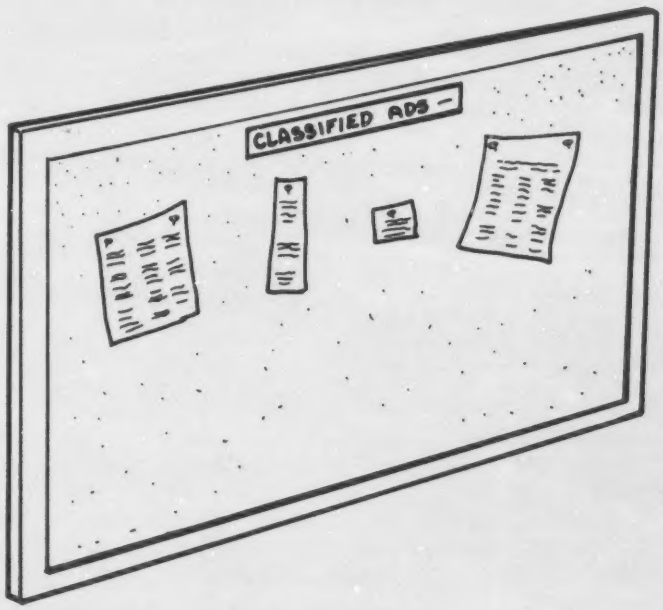
SKILL: Creative Writing

ACTIVITY: Select from an advice column an interesting letter. Write your own reply.

VARIATION: Write a letter to an advice column and tell why you agree or disagree with the advice they gave to a certain problem or situation.

SKILL: Creative Writing

ACTIVITY: Write a classified ad selling something you don't use anymore. Based on the rates the newspaper charges, calculate the cost of your ad. Is the article you wish to sell worth the cost of the ad?



SKILL: Creative Writing

ACTIVITY: Look in the newspaper for a good place to eat. Select a restaurant for your mother and father. Write a paragraph telling why you think your parents will enjoy this restaurant.

SKILL: Creative Writing

ACTIVITY:

1. Look for some unusual names of towns in the United States in your newspaper.
2. Write to the Chamber of Commerce of these towns for descriptive literature.
3. From the literature that is received, have students write a report telling about the interesting background of the town or why they might like to live there.

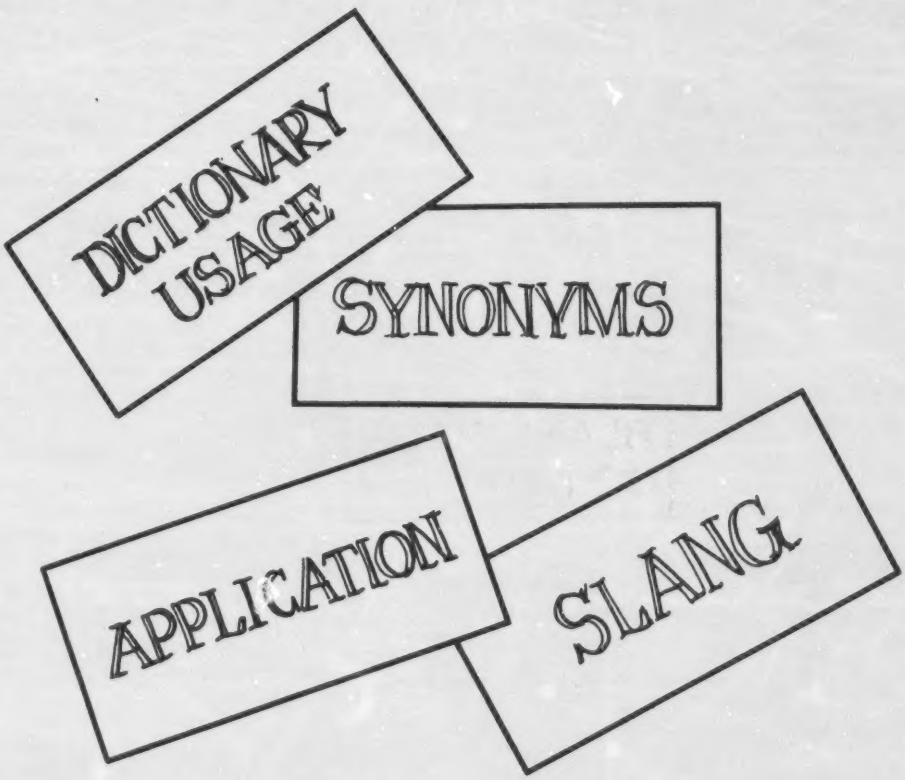
SKILL: Creative Writing

ACTIVITY: Read a sports story from the newspaper. Rewrite the story so a non-athletic, non-fan reader would both understand and enjoy the story.

EXAMPLE: Meanwhile, Maxwell benefitted from 2 double plays, and another Aggie was thrown out trying to steal.

The pitcher, Maxwell, didn't have to pitch so much because 4 opposing players were put out on 2 plays, and another opposing player was put out running between bases.

LABELS FOR ACTIVITIES SECTION



Make tabs for individual activities by cutting labels left to right. Labels are in order of activities.

Locating Information in the Newspaper C	Locating Information C	Locating Information in the Newspaper C	Locating Information in the Newspaper C	Locating Information in the Newspaper C
Getting the Main Idea C	Locating Information in the Newspaper C	Application C	Reaction - Intellectual and Emotional C	Evaluation or Critical Reading C
Interpretation Questions C	Literal Questions C	Using Context Clues C	Distinguishing Fact and Opinion C	Determining Important Facts C
Analogy C	Following Directions C	Reading for Sequence C	Critical Reading C	Literal Interpretation C
Locating Information in the Newspaper C	Locating Information in the Newspaper C	Locating Information in the Newspaper C	Use of an Index/Table SS	Critical Reading/Outlining SS
Summarizing SS	Increasing Memory and Concentration SS	Understanding Maps and Graphs SS	Critical Reading SS	Appropriate Reading Rate SS
Notetaking SS	Outlining SS	Following Directions/ Memory SS	Scanning/Categorizing SS	Critical Reading/Research SS
Dictionary Usage SS	Summarizing SS	Dictionary Usage SS	Dictionary/Reference Work SS	Dictionary Work SS
Scanning and Categorizing SS	Structured Reading SS	Daily Word Enigma Mystery V	Slang V	Acronyms and Anagrams V
Neologism V	Synonyms V	Synonyms V	Synonyms V	Antonyms V
Descriptive Words V	Descriptive Words V	Ladder Puzzle V	Abbreviations V	Onomatopoeia V
Vocabulary Development V	Vocabulary Building V	Acronyms, Anagrams, and Creative Writing V	Prefixes: inter, sub, trans, im, ex V	Suffixes: ful, hood, ish, able, less V

C = Comprehensive SS = Study Skills V = Vocabulary CW = Creative Writing

Multiple Meanings V	Multiple Meanings V	Recognizing Overused Adjectives in Advertising V	Creative Writing CW	Creative Writing CW
Creative Writing CW	Creative Writing CW	Creative Writing CW	Creative Writing CW	Creative Writing CW
Creative Writing CW	Creative Writing CW	Creative Writing CW	Creative Writing CW	Creative Writing CW
Creative Writing CW	Creative Writing CW	Creative Writing CW	Creative Writing CW	Creative Writing CW
Creative Writing CW	Creative Writing CW	Creative Writing CW	Creative Writing CW	Creative Writing CW

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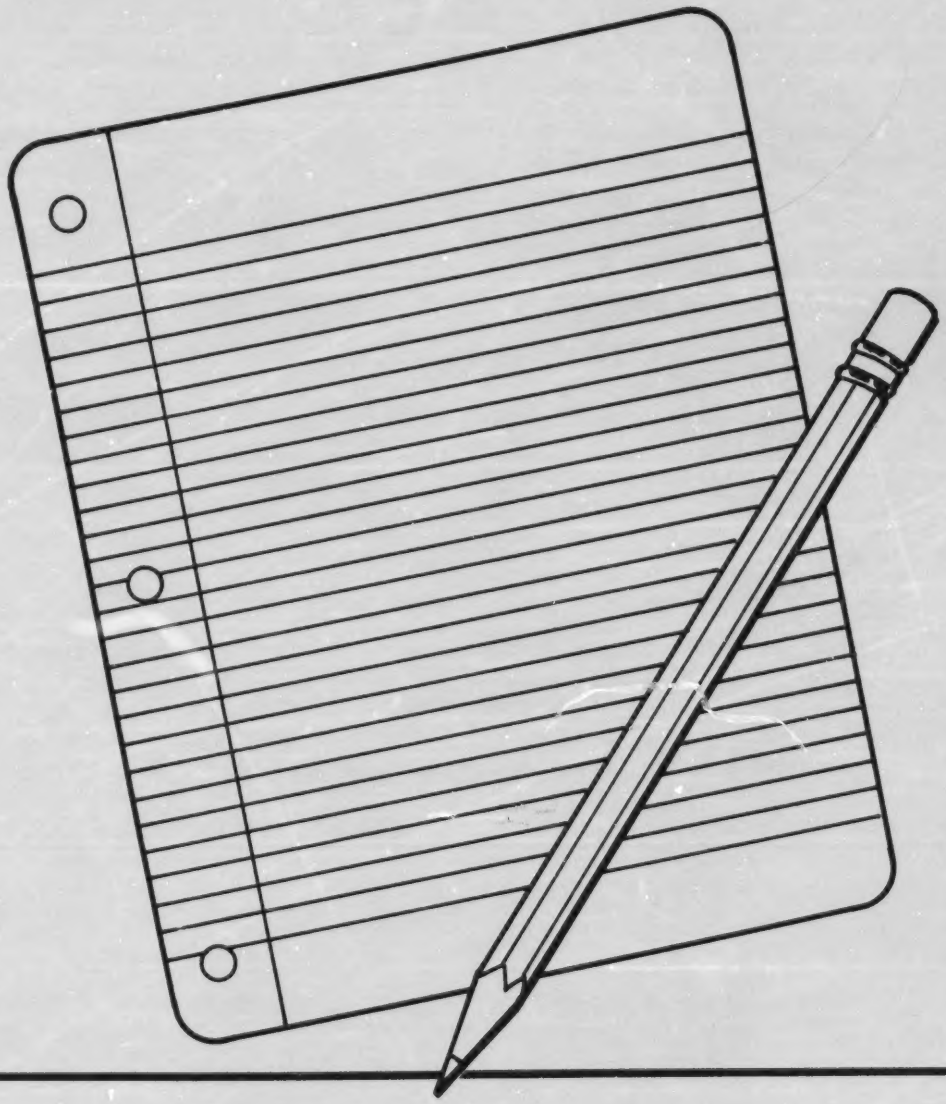
NEWSPAPER PAGE ACTIVITIES



Name _____

ACTIVITY SHEET/The Front Page

1. Name the newspaper and the date printed. _____

_____

2. How many columns across does this paper have? _____

3. Write the headlines of the most important story of the day:

_____

_____

_____

4. Find the largest, most important picture on the front page. In 25 words or less, tell about it in your own words.

_____

_____

_____

Why do you think that particular picture was chosen for today?

_____

_____

_____

5. Name two items that appear on the front page other than news or more pictures. _____

6. List two headlines that attract your attention:

_____ _____

_____ _____

_____ _____

Why does this headline appeal to you?

_____

_____

_____

Wichita Eagle/Beacon
Wichita, Kansas

Name _____

ACTIVITY SHEET - News Stories

Choose a news story from the front page. Staple it to this activity sheet.

1. Write the headline: _____

   (circle the verb) _____

   _____

2. What is the dateline? (Where is the story from?)

   _____

3. Is the story local, regional, national, or international?

   _____

4. Does the story have a by-line? _____

   (The reporter gets credit by having his name printed.)

5. What is the information in the lead?

   Who: _____

   What: _____

   When: _____

   Where: _____

   Why: _____

6. List three facts in this news story.

   (1) _____

   (2) _____

   (3) _____

7. Choose a word in the story that you would like to add to your vocabulary. Underline the context in which it is used. Write your definition or use the word in your own sentence.

   _____

   _____

   _____

Wichita Eagle/Beacon
Wichita, Kansas

Name _____

ACTIVITY SHEET - Editorial Page

1. What information is given on the masthead?
   (a) _____
   (b) _____
   (c) _____
   (d) _____
2. People write letters to the editor. What is this section called in your newspaper?
   _____
3. Choose three letters that appeared today. What are they about?
   ___ (a) _____
   ___ (b) _____
   ___ (c) _____
   If there is a front page story related in some way to any one of the above letters, put an "X" in the space provided above.
4. List the subjects of <u>two</u> of the editorials.
   _____
   _____
5. How many columnists appear on today's editorial page? _____
6. Name two of them and the subject of each column.
   Columnist: _____
   Subject: _____
   Columnist: _____
   Subject: _____

Wichita Eagle/Beacon
Wichita, Kansas

Name _____

ACTIVITY SHEET - Advertising

1. In 25 words or less, tell why you agree or disagree with the following statement: "The best advertising is honest advertising."

_____

_____

_____

2. Artists are hired by newspapers. What do artists have to do with advertising?

_____

_____

_____

3. Find two full-page ads in today's paper. Who are the advertisers? What are they selling?

	WHO	WHAT
(1)	_____	_____
(2)	_____	_____

4. Advertisements have two purposes: Service and Financial. Explain.

Service: _____

_____

_____

_____

Financial: _____

_____

_____

_____

Wichita Eagle/Beacon
Wichita, Kansas

Name _____

ACTIVITY SHEET - Comics or Cartoons

The comic section is read widely by students. Choose one comic strip that you like. Consider the following questions in relation to the comic strip. Study the comic for several days and answer the questions.

Name of comic strip or cartoon: _____

1. What type is it? (family, mystery, nature, animal, sports, military, other?) _____

2. Are any of the characters like people you know? _____

   Which ones? _____

   Who? Explain: _____

3. Does your comic strip or cartoon deal with social problems? Explain:

4. Tell what you like or dislike about the artwork.

Wichita Eagle/Beacon
Wichita, Kansas

Name _____

ACTIVITY SHEET - Sports

Survey your sports section.

1. There is, no doubt, a picture. What sport is it about?

   _____

   Is it an action picture? _____

2. Who writes the daily sports column? _____

   What is the name of the column? _____

3. Look at the headlines. Choose two that have vivid, descriptive, or colorful verbs. Write the headlines. Circle the verb.

   _____ _____

   _____ _____

   _____ _____

4. Look at the advertisements. Name four items that are advertised.

   _____ _____

   _____ _____

5. Why do you think the items are advertised in the sports section rather than in the home, family, and women's section of the paper?

   _____

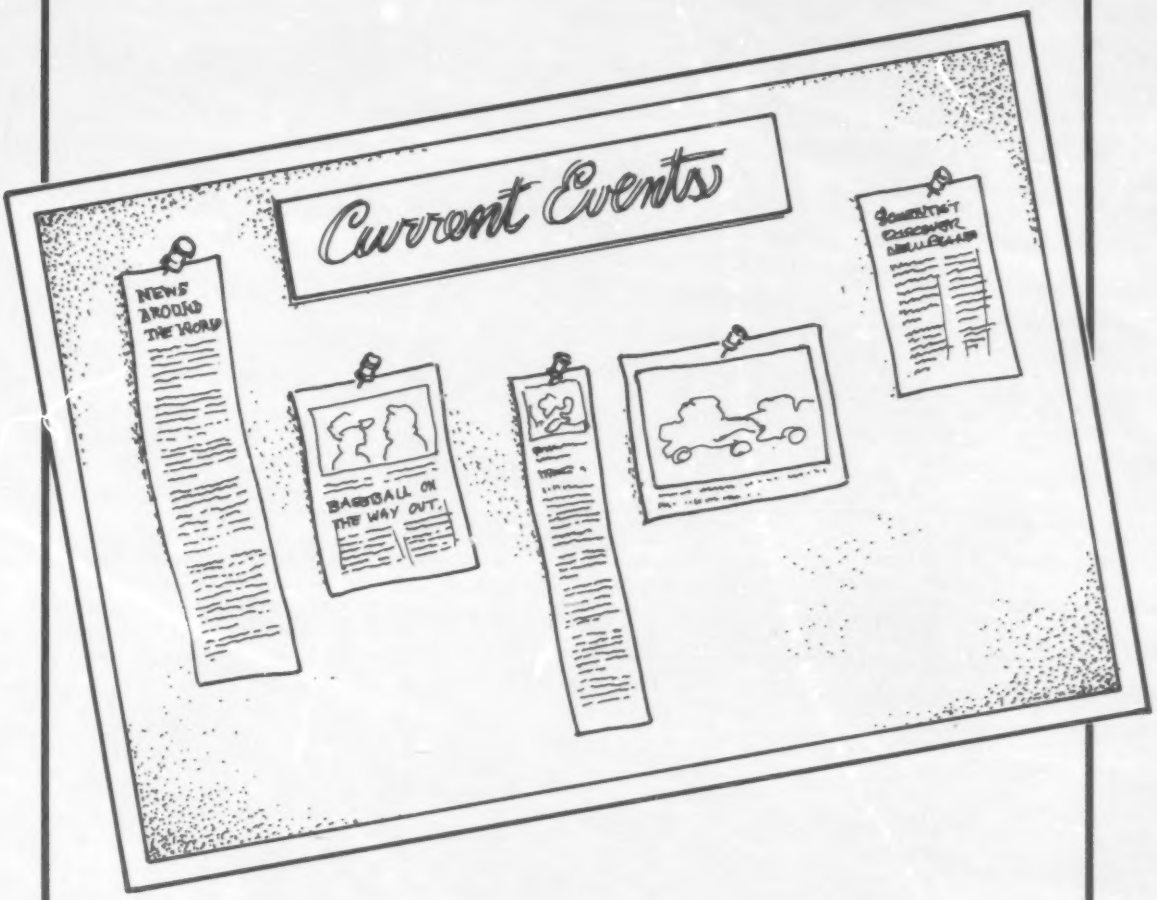
   _____

   _____

   _____

Wichita Eagle/Beacon
Wichita, Kansas

BULLETIN BOARD IDEAS



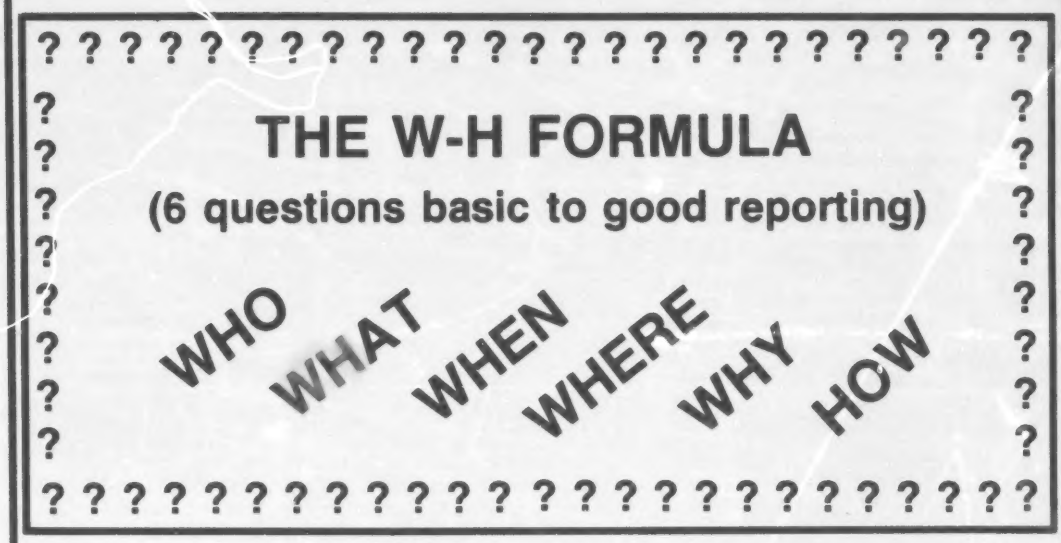
BULLETIN BOARD IDEAS

In addition to serving as a decoration, the bulletin board can be effectively used as a teaching tool to create interest, to focus attention, to keep students informed, to review units of study and/or provide a learning activity. The bulletin board can also be a channel for student creativity and self-expression as well as a means to reward achievement and display student work.

Listed below are some helpful bulletin board hints:

1. Bulletin boards need to be changed often. (When the purpose is reached or interest lags, change the display.)
2. Design the bulletin board to correlate with a unit of study.
3. Consider the students' level of comprehension.
4. Allow options for individual differences.
5. Display only up-to-date materials.
6. Keep the bulletin board attractive (colorful) as well as educational.

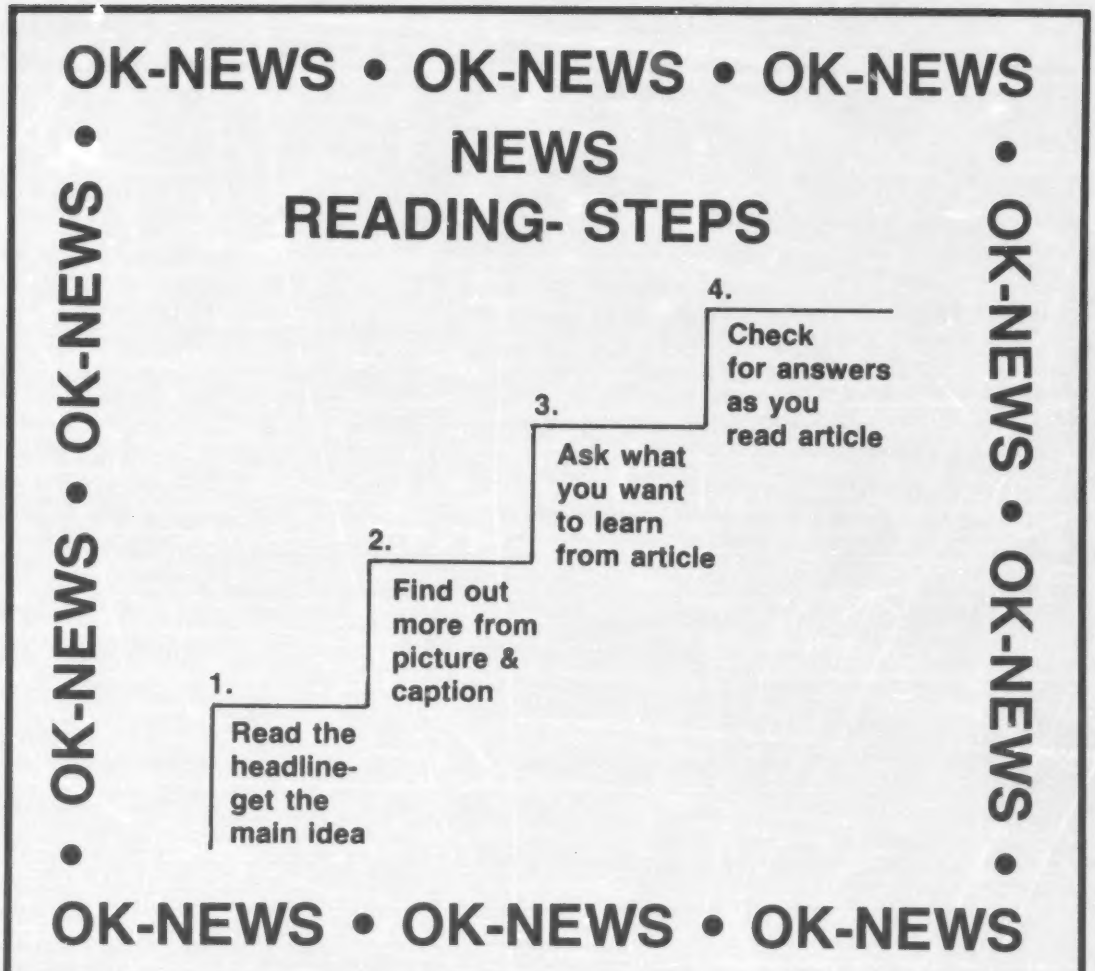
NOTE: Students exhibit more learning and retention when they are actually involved in the creating of bulletin boards.



VARIATION: Who + what + when +
where + why + how =
GOOD REPORTING

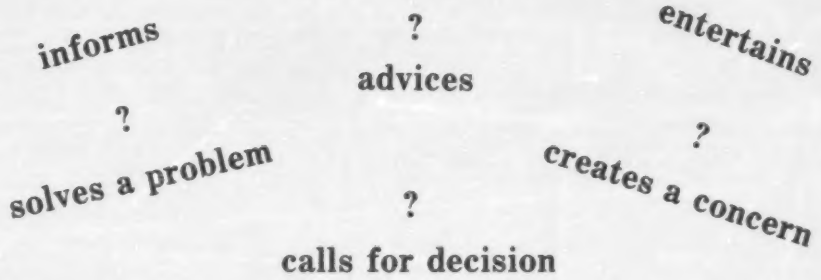
ACTIVITY: Study several articles and note the frequency of the "W-H" formula.

Make a graph of the "W-H" formula's use in the selected articles.


OK-NEWS • OK-NEWS • OK-NEWS
NEWS
READING- STEPS
• OK-NEWS • OK-NEWS • OK-NEWS •
• OK-NEWS • OK-NEWS • OK-NEWS •
1.
Read the headline- get the main idea
2.
Find out more from picture & caption
3.
Ask what you want to learn from article
4.
Check for answers as you read article
OK-NEWS • OK-NEWS • OK-NEWS

A bulletin board to inform students how to read an article and improve comprehension.

The News Article



ACTIVITIES:

A. Select three newspaper stories (news or feature) and decide the purpose for which each was written.

B. Select an article for each of the purposes.

WHAT'S HAPPENING

AROUND THE WORLD

Keep Up With The World News

ACTIVITIES:

A. Classify news articles into these categories:

Oklahoma (local)	United States (national)	World (international)

B. During the month, display quotations of famous personalities, such as world leaders. Locate each represented country on the map. At the end of the month students mark the quotes that they think might become recorded in history books. Students should give explanations of their choices.

NOTE: A world map could be displayed.

C. WHO'S WHO IN THE NEWS or FACES FROM THE PLACES:

Clip pictures of news personalities and categorize into these categories: international, national, state, city. Locate the different states and countries on the map or globe.

D. NEWS FLASHES FROM AROUND THE WORLD:

Select an article from each category (state, national, etc.). Then write a short summary for each article. OR

Have students cut the headlines from the article selected from each category and attach the "news flash" on the map to its place of origin. (Decorate the bulletin board with flashes of lightening.)

The same activities could be used on a bulletin board titled NEWS IN A NUTSHELL with various shaped nuts for decoration.

E. NEWS TODAY - HISTORY TOMORROW:

Students choose a news item and write a history lesson.

F. VACATIONS:

Use the vacation ads from the newspaper. On a map locate the various vacations described. Figure the map distance from the home city to the various vacation spots. Then choose one and write why it was chosen as a place to visit.

EDITORIAL PURPOSES

Eulogize

Express a view

Praise or commend

Argue a point

Interpret

Inform or advise

ACTIVITIES:

A. Read the editorial page and determine the purpose for each editorial item printed.

B. Find an example of each editorial purpose and label.

C. You're the Editor: Post a collection of stories from the newspaper prior to students' use and have students rate the stories according to news value and placement. Pass out the newspapers and have students compare their choice to the newspaper editor's placement.

D. OUR OPINIONS: Students write own editorials and post on the bulletin board.

WANT ADS
Are Classified

Someone wants help

Someone wants a *job*

Something Lost/Found

Something for Sale

Someone has a message

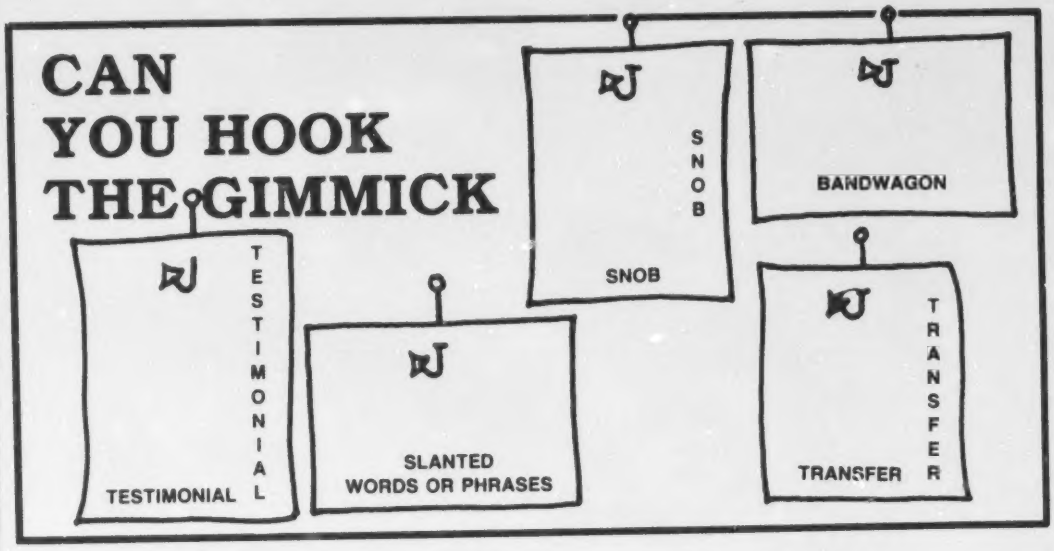
Want Ad "Shorties"

Make a display of the common abbreviations used in classified ads and explain each abbreviation.

Propaganda Techniques

1.	Bandwagon	- "Everyone will be playing the game."
2.	Card stacking	- partial statements, half-truths, distorted facts
3.	Glittering Generalities	- "The Oklahoma Diamond Jubilee Pride."
4.	Misuse of Statistics	- figures or facts given to influence the reader on any point
5.	Name Calling	- "liberal," conservative," "defector," "failure"
6.	Oversimplification	- stated too generally or too broad
7.	Plain Folks	- "our kind of people"
8.	Slanted Words or Phrases	- "scientifically tested" or "medically proven the best."
9.	Snob Appeal	- "Jeans, towels, etc. by the famous designer, _____."
10.	Stereotypes	- working mothers, middle class workers
11.	Testimonial	- an appeal by a celebrity
12.	Transfer	- appeal to influence through symbolism: a lady in a mink coat selling nylon hose, a rose for freshness, baby for softness

D I S P L A Y A D S are defined by the method of propaganda or gimmick used to persuade and influence readers.



Can You Hook the Gimmick?

Write the name as a title for the propaganda techniques (gimmicks) on a large piece of construction paper. Fasten to a hook and arrange each category title page in an attractive order on the bulletin board. Students read the display ads and cut out and attach the ads to the correct gimmick title page.

Other possible titles: Don't Be A "Sucker" OR
Unveil the Deceivers

CLASS NEWSPAPER - SURVEY

Ask each student in the class what his/her favorite section of the newspaper is. Record the results in a bar graph on the bulletin board. Then ask students to prepare a line graph and a pie graph to depict the same survey results.

THE CHOICE IS YOURS

Display several headlines on the bulletin board.
Ask students to choose one head line and write the story to match the headline.
Remind students to use the W-H formula.

DESCRIPTIVE GRAFITTI

Post a picture or pictures from the newspaper of homes, fashions, autos, buildings, foods, etc. and have students write words to describe each picture.

VARIATIONS:

A. NAME THE ACTION

B. Display comic section characters and have students write descriptive words to fit each character's personality.

C. Students record descriptive phrases from the newspaper, or unique expressions, cliches, newly coined words, etc. (This specific activity should cover several weeks.)

WALL THESAURUS

Students list unusual or unfamiliar words found in the newspaper along with several synonyms.

A. Make a class chart for Words of Action (verbs)

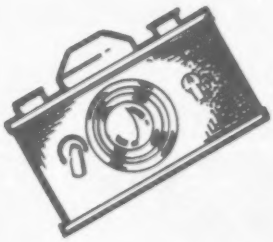
B. Make a list of Words of Feelings, etc.

C. Write synonyms for categories such as:

- sports events
- actions
- animals
- foods
- buildings, etc.

NOTE: Each would be a several-weeks project.

Order, Please



Display various order forms for items advertised in the newspaper. Examples are knives, records, books,cameras, beauty aids, etc.

SEQUENCE

A. Post news stories cut apart and ask students to arrange in proper sequence.

B. Cut comic strips apart and display incorrectly. Then have students sequence each comic strip correctly.

MISCELLANEOUS SUGGESTIONS

For Activities or Slogans

Cut and display business logos and business slogans or jingles and have students to match.

Post symbols frequently used in the newspaper and ask students to identify or explain the symbolism.

The Newest or Latest Scoop or Nose for News: Students consider current school events or local happenings and write a news article for the bulletin board page.

Exhibit health and safety slogans from ads, stories, headlines, etc. Also scientific or medical discoveries.

F U N F U N an on-going project

Display a picture or pictures, caption hidden (folded under picture), and ask the students to write a caption for the picture. Students post their captions under the picture. Original caption is revealed at the end of the class.

Post a picture(s) and ask students to write the dialogue that might possibly have been said.

Cause and Effect Stories

OTHER B.B. SLOGANS

The Best News Story of the Week/Month

The Best United States News Story of the Week/Month

The Best World News Story of the Week/Month

The Best Oklahoma News Story of the Week/Month

The Best Local News Story of the Week/Month

The Best School News Story of the Week

Quote of the Day/Week

The Most Unusual News or Strange Stories

Photo's Worth Watching

Newspaper "Bloopers"

INSTRUCTION:

Mount on heavier paper and laminate.

Cut and tape or paste tabs along righthand edge of appropriate section.